



Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE Examinations



Grade 12
Results
2020



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FOREWORD BY MEC FOR EDUCATION



The National Senior Certificate Examinations is the highest qualification that can be obtained in the Basic Education phase. It is the culmination of the point at which the 12-13 years of intensive teaching, learning and acquisition of the world changing knowledge by the young people of South Africa is displayed. This renders the NSC qualification to be of national and public interest. It opens the doors to the Eastern Cape young citizenry not only to the global and national higher education learning opportunities, but to others it is the passport to the world of work and a source of hope for many poverty-stricken households. It is precisely for this reason that the government does whatever it takes to protect the high currency, credibility and integrity of the National Senior Certificate. Amidst COVID 19 pandemic challenges over 130 000 candidates managed to write NSC/SC 2020 examinations. Despite the hovering presence of COVID 19 pandemic challenges, 'no child was left behind'. All candidates who qualified write NSC/SC examinations even when tested positive to COVID 19 were allowed to write in a specially prepared school environment. This achievement was a game-changer. It sent a message that COVID 19 is not a death sentence, nor is it a crusher of someone's dreams.

The Department ensured that thousands of anxious candidates did not have their dreams deferred, but

were accorded an opportunity to start their journey to the future, here and now.

The overall outlook of the 2020 National Senior Certificate results might not be what the Department planned and wished for, but the reality of 2020 COVID 19 challenges reared its ugly head. This calls upon all of us to aptly describe the Grade 12 class of 2020 as a special cohort of learners, who had to face extra-ordinary learning and teaching circumstances that were historically never faced by any other Grade 12 cohort which preceded them, for demonstrating this gallant albeit lower than NSC Grade 12 class of the previous two years, but the third highest since 2008. This is an outstanding achievement if we take into consideration the 2020 contextual factors. The overall performance of 68.1% by the NSC Grade 12 of 2020 cohort explicitly demonstrates that they fought valiantly to the end with all they had to display this lower but very courageous show. This performance confirms the belief of the Department that the NSC Grade 12 class of 2020 was one of the strongest cohorts we ever had, had it not been for the COVID 19 challenges, this cohort would have made themselves, their parents, the province and the country prouder than they have done.

The Class of 2020 sat for the National Senior Certificate in a year wreaked havoc by a global pandemic COVID 19 which threw the whole world into a tailspin. The 2020 Grade 12 class operated in a year not only wreaked by a major health challenge, but a year when the entire world was held to ransom by COVID 19.

The Grade 12 class of 2020 was nervously faced by a dark hovering cloud of increased prospect, after 11 years of intensive teaching and learning, losing the whole academic year. The Eastern Cape Grade 12 Class of 2020 was in Grade 1 in 2009 and 211 133 were in the books of the Department and 11 years later 82 449 were in Grade 12 which indicates 61% cohort loss along the journey. Out of the 82 449 full time candidates in the school system 79 670 were registered for NSC

examinations and 72 926. Gratefully and gracefully, the 2020 academic year was brazenly saved by the Department of Basic Education to the disbelief of many naysayers. This achievement was despite the global push to postpone examinations as was captured in different countries, Rebecca Cairns (2020) paints it aptly below:

School systems worldwide have cancelled or postponed senior secondary school examinations in the wake of the social distancing and lockdowns necessitated by the global Covid19 pandemic. Headlines capture the sense of uncertainty: ***Coronavirus: Stress over university entrance exams has skyrocketed amid Hong Kong school closures (Ng 2020); Covid-19 disruption to school year sparks call to axe exams (Heaney 2020); Scotland's exam result crisis: assessment and justice in a time of Covid-19 (McArthur 2020); and Covid-19 has thrown year 12 students' lives into chaos (Roberts 2020).***

As schools and education policymakers scramble to respond, students in their final year of school are not only apprehensive about 2020, but about how the pandemic will impact their future education, employment, and quality of life.

High-stakes assessment and standardized tests are prominent features of globally competitive educational systems. Assessments with important consequences for test takers, on the basis of their performance. Passing has important benefits, such as progressing to a higher grade, a high school diploma, a scholarship, entrance into the labor market or getting a license to practice a profession. Failing also has consequences, such as being forced to take remedial classes or not being able to practice a profession.

On the other hand, the World Bank (2020) identified three common responses to high-stakes school exams around the world during Covid-19. First, examinations are cancelled, as was the case with General Certificate of Secondary Education (GCSE) exams in Britain. Second, examinations are postponed, as with the delayed Diploma of

Secondary Education exams in Hong Kong. Third, examinations continue to take place in a modified format, as with the Caribbean Examination Council (CXC) exams, which will be delivered using online formats in the Caribbean.

The NSC grade 12 class of 2020 is the seventh cohort to sit for the national senior Certificate based on CAPS. This cohort entered Grade 1 in 2009 and had a fairly stable and conducive teaching and learning environment. There has been gradual improvement in the quality of School Based Assessment over the past few years. There was significant emphasis on formative school based assessment over the past few years. It should however, be emphasized that the standard and quality of public examinations is on an ongoing improvement trajectory, annually the bar is raised. All said and done, COVID 19 pandemic posed an unprecedented challenge to the Grade 12 Class of 2020.

In addition to COVID 19 challenges this cohort was impacted by a number of specific policy changes, amongst others the following:

- Policy on progression (7th cohort)
- Discontinuation of the Policy on Multiple Examination Opportunity
- Introduction of Sign Language Home Language in 2018
- Introduction of Specialization in the Technology Subjects in 2018
- Offering of two question papers in Accounting and Business Studies for the first time in 2020
- Abolishment of the Designated List of NSC Grade 12 subjects in 2018.

The objective of the schooling system is to ensure that every learner attains a National Senior Certificate. The year 2020 had unique educational context which included amongst others; extended school closures, learner absenteeism, intermittent

school closures, intense need for psycho-social support, teacher absenteeism and learning under COVID 19 conditions. The above factors defined the year 2020, which I dare say, it is a year, we wish to quickly forget, but also a year that has forced the schooling system to operate differently and adopt a complete and 360° paradigm shift.

Coronavirus affected the education system in the world. Schools, colleges, and universities are closed to control the spread of the coronavirus. School closure brings difficulties for students, teachers, and parents.

So, distance learning is a solution to continue the education system. However, the lack of network infrastructures, computers, and internet access is challenging distance learning in developing countries. Countries design a strategy to use educational technology, zero-fee internet educational resources, free online learning resources, and broadcasts teaching.

During closures, educational institutions design curriculum, prepare teaching-learning strategies for post-coronavirus. The educational institutions design strategies to recover lost learning, and return students to school when schools re-open. Coronavirus has been impacting the face-to-face education system of developing countries. Therefore, provinces had to enhance broadcast teaching, online teaching, and virtual class infrastructures.

The schooling system, especially the Grade 12 Class of 2020, was negatively impacted by COVID 19 in the following ways:

Teachers, Students, and Parents

- The pandemic of COVID-19 pandemic affected schools, learners, teachers, and parents.
- The COVID-19 crisis increases social inequality in schools.
- Learners from more advantaged parents attend schools with better digital infrastructure

and teachers might have higher levels of digital technology skills.

- Some schools were well equipped in digital technology and educational resources.
- Disadvantaged learners were attending schools with lower ICT infrastructure and educational resources.
- Following COVID-19 more advantaged students were attending schools to adopt online learning.
- Schools in disadvantaged, rural areas lack the appropriate digital infrastructure required to deliver teaching at the remote.
- Also, there is a significant difference between private and public schools in technology and educational resources.
- In some instances, private schools were more effective than public schools. Learners' have not equal access to digital technology and educational materials.
- In the (Woday et al., 2020) survey, the study finds during schools closure the level of anxiety, depression disorders, and stress are high among learners, globally. This finding was also evident in the Province.

Unequal Access to Educational Resources and Technology

- To control the coronavirus spread, the Department of Basic Education and Provincial Education Department have been working to encourage parents and schools to help students continue to learn at home through distance learning.
- The governments advised students to learn from radio and television lessons that can be accessed at home. However, the radio and television lessons may work for some children and students in urban areas, but most parents in rural areas have no access to radios and television lessons. For example, in Eastern Cape, more than 65%

of the population lives in rural areas with limited or no access to electric power, so that it is challenging for students in rural areas to learn from radio and television lessons.

- The schools in urban areas were teaching their students from a distance by uploading assignments, books, and reading materials through Google Classroom, e-mail, social media, and other applications.
- In some urban areas, even if distance learning is provided due to a lack of monitoring strategies some students may not use it properly. Private schools sending learning materials directly to parents through social media platforms.
- There is a difference between rural and urban schools and the public and private schools to keep their students learning from home. Also, public school teachers and students have limited or no access to the internet.
- The school closure brought difficulties for learners, families, and teachers of poor provinces. Learners from poor families with lower educational levels and children with poor learning motivation suffer most during coronavirus.
- The children may have higher dependence than younger learners on parents and they need guidance in their learning process, internet access, and usage of digital devices and applications.
- Furthermore, poor and digitally-illiterate families' children were further suffering.
- There were already inequalities before coronavirus in access to quality education between learners in urban and rural areas, and learners from families with higher and lower socioeconomic status. School closures further increased the inequalities between learners. Students in rural areas and from disadvantaged families lacked access to technology, internet access, and educational resources.

Assessment and Evaluation

- The shift from face-to-face class to online class has a serious impact on assessments and evaluation. Depending on the assessment type, applying assessments and evaluation online is a challenging task.
- The teachers in some instances have been forced to change their assessment types to fit the online mode. Also, it is difficult to monitor the learners how they are taking subjects online and difficult to ensure that they are not cheating during online exams.
- Additionally, laboratory tests, practical tests, and performance tests are impossible to conduct online.
- Moreover, students who do not have internet access suffered to take assessments and evaluations.
- If the assessment and evaluation of learners' performance in online learning is difficult for both teachers and learners particularly teaching practical, technical competencies, and the assessment of practical skills.
- According to (UNESCO, 2020b) report, even for students, teachers, and parents in countries with reliable ICT infrastructure and internet access, the rapid transition to online learning has been challenging.
- Learners, parents, and teachers also require training to deliver online learning effectively, but such support is particularly limited in poor provinces.
- Education inequalities are a threat to education system continuity at a time of unexpected educational system closures (UNESCO, 2020b). Because, there are a limited number of computers, internet access, mobile network access, and lack of ICT trained teachers in developing countries (O'Hagan, 2020).
- Therefore, even if online teaching and learning are a good opportunity to continue education during the pandemic it is challenging for poor provinces.

Mental and Physical Health

- The closures schools and higher education negatively affect the mental and physical health of learners, parents, and teachers in the world, especially in poor provinces like Eastern Cape.
- In some instances, during school closures, both boy and girl learners in most rural areas were forced to fully support their families in cattle herding and farming.
- The COVID 19 infected cases rapid increase created a sense of anxiety and uncertainty about what will happen The lockdown due to coronavirus many people were feeling stress, fear, and anxiety, such as a fright of dying, a fear of their relatives dying. This stress affected the learners, mental, and physical health of learners. The pandemic may have a serious influence on the careers or may have not to pass and qualify for further studies of join the working world. All learners may not have good interaction with online learning applications and platforms (Haleem et al., 2020), because some of the students are active and some may take a longer time to familiarize themselves with the system.

Continuity Education System during COVID-19

- In the case of schools closures, support continued access to quality education. This included the use of distance learning strategies, assigning reading and exercises for home study, radio or television teaching of academic content, assigning teachers to conduct remote follow-up with students, and develop advanced education strategies.
- So, in most developed countries, courses, and exams are conducted online by using different applications, and social networks (Sun et al., 2020). The pandemic has made all the education system across the world to adopt distance learning since the pandemic pushes face-to-face learning to online learning.

- Learners started to learn from home and stay at home as much as possible, to maintain physical distancing, and to save themselves. In fact, it is true that even before COVID-19 there was an online learning system available but traditional face-to-face learning had the power. But now online learning appears to be a growing phenomenon.

At the backdrop of the challenges learners and the schooling sector faced in 2020, several intervention strategies were implemented by the provincial education department to mediate and shield the Grade 12 class of 2020 from the hard landing that was to be posed by 2020 academic year. Some of the Curriculum Intervention Strategies implemented included amongst others the following:

- **In an attempt to mitigate the impact of lost tuition time, the Department of Basic Education actioned the trimming of the prescribed curriculum content to be taught in 2020, and the ECDOE had to reconceptualise the support package to be provided to Grade 12 teachers and learners.**
- **The support package for Grade 12 learners was a hybrid package consisting of both ICT and printed materials.**

Teachers, as well as Grade 12 learners had to access to support materials developed by subject planners and specialists. These support materials were easily accessible on the ECDOE websites www.eccurriculum.co.za and www.ecexams.co.za.

The materials were developed to ensure that the curriculum was covered with a special emphasis on easy to score marks or challenging areas as identified in the 2019 diagnostic reports. The materials also took into consideration the revised Annual Teaching Plans (ATPs) and the amended school based assessment requirements for Grades 10 – 12.

In collaboration with community radio stations, Umhlobo Wenene and Tru-FM lessons were broadcasted by subject advisors, subject planners and lead teachers. The content of the website and radio lessons covered most subjects. The lessons were to a large extent, support provided to learners who were struggling with content and aiming at improving their pass rate in the subject. Grade 12 learners also had access to Mindset Learning Channel and the Woza Matric TV Channel. Grade 12 learners also benefitted through the provisioning of extra tuition through Saturday Classes, vacation schools and extended school hours. Grade 12 learners in selected schools benefitted from the TRACSA/ESKOM Physical Science and Language project. This project, sponsored by Eskom and implemented by TracSA focused on providing extra support to learners of physical Science through the focus on the conducting of practical experiments. The Maths & Science Infinity Project also provided to selected schools, expert mathematics and physical science teachers to support grade 12 learners. A mixture of the above interventions was also applied in various intensified programmes specifically targeting Grade 12 learners – i.e. First Push, Last Push and Just in Time programmes.

- **In addition, the support package also focussed on Grade 12 teachers who needed to be intensively supported to teach and assess during this difficult period with a special emphasis on ICT teaching and learning solutions.**

Another new aspect of the support provided to Grade 12 learners, was the new focus on learners with co-morbidities and learners who were still at home and the guidelines necessary to enable these learners to continue with the curriculum in a logical and managed manner. To mitigate the impact of Covid-19 on Grade 12 teachers in particular, the ECDOE developed the following multi-pronged strategy:

Teachers were guided on the use of the ICT gadgets and data (already in their possession as

part of the Teacher Laptop Initiative) to ensure that virtual teaching and learning takes place to ensure curriculum continuity. Teachers received the following training: Usage of Microsoft Office 365, Teams, One Note, Forms and use of PowerPoint for virtual lessons. Usage of Touch-board software for use in Virtual studios for the development of virtual lessons. Usage of the Snapplify app to assist learners to access e-textbooks from their tablets or ICT devices. Usage of the 2Enable e-content app.

- **Communication and the tracking of curriculum and assessment implementation was imperative during this period, therefore the support package also contained strategies to streamline communication and evaluation.**

Home Schooling Strategy

The ECDOE at the onset of the Covid-19 pandemic and during the national lockdown and closure of schools, developed a Home Schooling Guideline. This guideline was mediated to all district officials and teachers through virtual workshops. The guideline/frame work was intended to provide guidance to teachers, principals, parent, guardians and learners as how to manage teaching and learning during the Covid-19 lockdown and post Covid-19 school closure, with a special reference to teachers and learners at home with comorbidities.

Curriculum Instructions were developed and distributed via bulk email, SMS, publishing on the website, WhatsApp, etc. to all subject advisors and teachers. Curriculum Instructions were mediated to provide better understanding of the content. During Covid/19 - the mediation process has been via virtual meetings through MS/Teams, Zoom, Google meet and other platforms.

Curriculum Instructions are issued to support curriculum and policy changes and to keep teachers and curriculum officials apprised of any new developments in terms of content or pedagogy in the FET band.

- **A psycho-social support package for learners and teachers was also implemented.**

The ECDOE also provided psycho-social support to Grade 12 teachers and learners in three main areas. Provided relevant, suitable qualified personnel to support teachers and learners. Provided information sharing base to promote mental and social well-being. Provided face-to-face counselling. The Department recruited the personnel to offer Psychosocial Support to Learners and educators. Only 27 Registered Psychologists,

1 Registered Counsellor, 5 Psychometrists, 1 Registered Intern Psychologist, 1 Student registered Counsellor, 49 Social Work Interns at 49 Circuit Management Circuit, 46 Social Work Interns at 46 Special Schools, 12 Social Work Interns at the 12 Districts, 24 Social Work Interns for Employee Wellness in 12 Districts and 900 Learning Support Agents at Public ordinary schools. The Department had Tele- Psychology support through Customer Care Hotline for students to call into and added an additional text option through the Sikuncede-Njani App. The Department convened webinars for sensitization advocacy and capacity building on various themes e.g. COVID-19, Coping with stress, Relaxation techniques, Study skills etc.

A total of full time candidates entered the 2020 National Senior Certificate examinations. The achievements of the class of 2019 although they are 8.4% lower than 2019 show that this cohort was one of the strongest. In the midst of all challenges they were resilient and brazenly completed the academic year and went all the way to present themselves for the final examinations and produced this remarkable 68.1%. This achievement was at the backdrop of all the challenges, policy changes that I have outlined above.

We have all the reasons to celebrate and be proud of the achievements of this brave NSC Grade 12 class of 2020. They were put by nature and

contextual factors under a tough litmus test and they have proudly managed to reach their destination with 'sweat and blood'. I dare say, they are 'diamonds'. They displayed exceptional character when the intense heat was on. We however, also acknowledge that not all the candidates who sat for NSC examinations in 2020 attained NSC. Those candidates who did not meet the NSC requirements in 2020 must not despair. They are offered a second opportunity in the June Examinations 2021. Parents and teachers are urged to motivate their children to pick up themselves and forge ahead if they have not succeeded in their first attempt.

In conclusion the Eastern Cape Department of Education is very pleased in the manner the management, conduct and administration of a combined NSC/ SC examinations was executed, despite minor challenges that will always require our continuous attention.

The national leakage of Mathematics and Physical Science papers was well handled by joint effort of DBE, Umalusi and the provincial Education Departments. This protected the credibility, integrity, decorum and the dignity of our highly regarded national qualification, called NSC. No learners were left behind in getting opportunity to sit for their NSC examinations. The key message to unsuccessful candidates is to regroup and pursue their dreams. To all the successful candidates the Department wishes them all the best in their future endeavors and make this province and the country proud. The future of this country is in your hands, make it work.



Mr FD Gade, MPL

MEC: Education, Eastern Cape

OVERVIEW BY ACTING SUPERINTENDENT GENERAL FOR EDUCATION



It is probably safe to regard 2020 as a year never to be forgotten, I dare say, never to be forgiven either. Without any fear of contradiction or for that matter anxiety of understating the upheavals caused by COVID 19 pandemic in 2020 I wish to declare it was a year that shook the very roots of human existence globally. I reckon it is adequate to explicitly declare that 2020 was a year that threw everything we know on a tailspin.

Did we ever imagine that in February of the following calendar year the country can still be wrapping up the business of the previous academic year? COVID 19 has thrown the whole world, us included into that abyss. The Minister of Basic Education, Ms Angie Motshekga shall be officially releasing the National Senior Certificate results for the Grade 12 Class of 2020 on 22 February 2021. Hot on the heels Members of the Executive Councils for Education shall officially release the same in their respective provinces as from 23 February 2021. So are the days of our modern lives during the COVID 19 pandemic times.

The Department acknowledges that 2020 has been a very tough year for all and sundry. The Basic Education sector- Examinations and Assessment operations were stretched to the limit and were not spared of the wrath of 2020 challenges as well. COVID 19 pandemic has rudely and forcefully made us to think and behave differently. It completely

dislodged us and pushed us out of our comfort zones. It has made us to operate in ways we never imagined we could and further compelled us to make sacrifices we never in our wildest dreams thought we would ever make. Wearing mask on our faces has become a norm, sanitizing our hands as regularly as possible is automatically oozing out of our veins and social distancing has become a normal way of coming together in all spheres of our lives.

The Department is much aware that 2020 was longest year we have ever experienced as this generation. It was full of unpleasant news, sadness, sombreness, death and anxiety. Desire to survive became the primary wish of all human beings.

Cairns (2020) states that, *'the global Covid-19 pandemic is testing the responsiveness of school systems. Extensive discourse about disruptions to the standardized examinations students take in their final year of secondary school is symbolic of their high-stakes status worldwide. The interruptions provide an opportune moment to question the efficacy of examinations as a measurement of achievement'*. This remains the issue that needs to be further explored by those in the education sector and particularly in the examination and assessment environment.

It is true, that school systems worldwide have cancelled or postponed senior secondary school examinations in the wake of the social distancing and lockdowns necessitated by the global Covid19 pandemic. UNESCO (UNESCO, 2020b) reports that 87% of the world's student population is affected by COVID-19 school closures. It is important to indicate that South Africa was not spared of that these disruptions in the form of postponements, revisions of normal programmes and in some instances we were too close to cancellations which fortunately never occurred.

Against this background it is then justified why in February of the following calendar year as a country we are wrapping up the programme of the previous calendar year. However, the prime prize is that as

the schooling system of the country has managed and succeeded in salvaging the academic year, not all was lost.

On behalf of the entire management and staff of the Department of Education, I wish to express my sincere congratulations to the Grade 12 Class of 2020 for the gallant effort and energy they injected into their academic work. I wish to reiterate the words of the MEC for Education, Mr FD Gade when he says, *'the 2020 National Senior Certificate Examination results might not be what the Department had planned and wished for, but the reality of COVID 19 challenges became too ghastly to contemplate. This, as a result, calls upon all of us to aptly describe the Grade 12 Class of 2020 as a special cohort of learners, who had to face extraordinary learning and teaching circumstances that were never faced by any other Grade 12 cohort in the history of NSC examinations. However, they demonstrated a gallant performance, albeit lower than NSC Grade 12 class of the previous two years, but the third highest since 2008. This is an outstanding achievement if we take into consideration the 2020 contextual factors. The overall performance of 68.1% by the NSC Grade 12 of 2020 cohort explicitly demonstrates that they fought valiantly to the end with all they had to display this lower but very courageous show. This performance confirms the belief of the Department that the NSC Grade 12 class of 2020 was one of the strongest cohorts we ever had, had it not been for the COVID 19 challenges, this cohort would have'*. As a Province, we pride ourselves on this achievement, as the province was operating under very unconventional and extraordinary conditions. The candidates have fairly reflected on the efforts we were doing as a sector, starting from School level to the Head Office.

As a Department we are explicitly aware that the former Superintendent General, Mr Temba Stanley Kojana, the educationist, the leader and the activist par excellence would have wished that the performance is higher than it is at the currently. However, I also know that he would have

been conscious of the COVID 19 challenges and contextual factors that might have slowed down the province's upward trajectory. The Department wishes to dedicate all 2020 Top Achievers and other successful NSC candidates to the late Mr Kojana. He served this Department with un-paralleled excellence and distinction. May His Soul Rest in Eternal Peace. The department shall sustain his 2019 theme titled *"Be ambitious, hardworking and disciplined"*. Essentially this theme means that we need to be ambitious about improving our work, understanding that hard-work breeds success. Discipline is important in that it is the foundation for success. Then guided by this theme, the Department would reclaim its rightful place. Intensified focussed efforts in 2021 to reclaim the high 'seventies' which was a level as a province we imagined we did not belong to. As a Department we are still convinced that, we belong with the 'eagles not with the fowls'.

The Department shall sustain the platforms to ensure monitoring and supporting districts in schooling activities. This team deliberately visited all districts to ensure the implementation of the Learner Attainment Improvement Strategy (LAIS) within the framework of this theme. Secondly, the Department shall continue to up-scale the issues of accountability for learner performance by both schools and the departmental officials at scheduled monthly intervals. Further, in our top management meetings the sharper focus on monitoring and supporting schools to improve learner performance from Grade R -12 was always emphasised.

It is also worth stating that this improvement registered in 2019 has come through the collaborative work of Departmental officials, Municipalities at all levels, District Officials, District Education Fora, School Principals, School Governing Bodies and Labour Organisations. Through collaborative work, the concept of integration, which is the philosophy of the ruling party has now been seen in action: extra classes were conducted at schools and stakeholders working in an integrated fashion in support of learners.

For this reason, I sincerely thank our MEC, Hon F Gade for constantly providing leadership to the entire department and also reminding us that success is through the integration of activities, discipline, hard work and collaboration of departmental officials with the progressive structures which are organs of state. In line with the above statement, Oliver Tambo (1967) claimed thus: *there is no victory without mass participation*. Success in improving schooling is indeed the collaborative operations of organised stakeholders at all levels.

To a large extent, improved learner performance comes from a stable education system that clearly focusses on both teacher and learner motivation. To stabilise teaching in schools, the Hon MEC makes us all account for prompt provisioning of teachers to schools whenever there is a vacancy. Post Provisioning Norm is one aspect that the Hon MEC prioritises to stabilise the schooling system in the Province. In the same vein, it is also noted with appreciation the excellent support shown by Labour organisations to address any difficulties both in schools and offices that would destabilise and impede effective teaching and learning in schools.

A word of gratitude is extended to the District Directors for their instructional leadership and hard work in schools to ensure effective teaching and learning of learners in all institutions. This good work would not have been possible without the integration of programmes and collaboration of all sections of the district itself with local stakeholders. Underpinning districts' operations are guiding principles to enable the culture shift, viz; strong communication, accountability, performance management and improved audit outcomes. This 2020 achievement must not make us to be keen to regroup and strengthen the support we are providing to all our schools. The COVID 19 challenges shall be with us for a long time to come. The trial and error efforts we made to navigate 2020 have become valuable lessons for all of us and made us wiser. We shall handle the 2021 educational challenges that are associated with COVID 19 better than before.

The department has doubled its effort in developing *leadership and management of schools* across the Province. The speedy appointment of principals in substantive vacant posts bears testimony to the above claim. In essence there is no school that can improve its academic performance without being led. This point emphasises the importance of leadership at school level. Therefore, the appointment of quality principals which is done on a quarterly basis, is one step towards rendering our schools functional. After appointments were done, they were subjected to intensive professional development programmes on leadership and management for teaching and learning. The effect of such programmes is now seen in the increased number of functional schools which incrementally improve learner performance on an annual basis. In a nutshell there is a strong connection between strong schools and strong principals.

The year 2020 has armed us to handle better, smarter and wiser some of the peculiar contextual educational challenges which included amongst others; extended school closures, learner absenteeism, intermittent school closures, intensive need for psycho- social support, teacher absenteeism and learning under COVID 19 conditions.

To our dear teachers who are central in ensuring that teaching indeed takes place in class, I want to sincerely thank them for taking their responsibility seriously. In this sterling work done by teachers especially risking their lives during COVID 19 peak periods to ensure that the moulding of the future of our learners is not evaporated by COVID 19 pandemic. The schools required more intensive support and presence and visibility of officials in the battlefield. For that reason, I sincerely appreciate all officials from head office who have been visiting schools motivating both teachers and learners.

Motivation of teachers and learners remains fundamental in achieving academic excellence. This is work which all our district officials took it with all seriousness and it has now paid dividends. I

am making a call in 2021 to all stakeholders and officials of the department at all levels to work hard in a disciplined manner to ensure implementation of LAIS activities by all schools within the framework of the Education System Transformation Plan (2019 – 2023). In implementing this plan, we are committed to improve learner performance in all schools from Grade R -12.

Lastly, I wish to indicate that while trying to contain the effect of coronavirus on education and preventing future occurrence of school closures, our schooling system needs to be designed in a way that is resilient to crisis, such that in times of crisis, there are alternative means of low-cost approach that will ensure learning never stops in both rural and urban communities.

Teachers need to be equipped to face the realities of digital technology that can support learners' learning in time of crisis. For proper funding of education particularly in times of crisis, there is a need for an organized structure and systems. The partnerships between the public and the private sector are very critical in providing educational access, especially for children in marginalized communities.



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ACTING SUPERINTENDENT GENERAL:
EDUCATION
23 FEBRUARY 2021

CHAPTER 1

2020 NSC Grade 12 Results Report

Purpose

It is critical to quantify what can be quantified because in not doing so is to be content with something less than the full range of reasons. However, the effectiveness of any teaching and learning activity has to be measured through assessment and examinations. It is true that assessment becomes more authentic when it directly measures how well a learner is able to perform tasks that are intellectually demanding and reflective of the real world in which such learner will one day operate. This becomes the vision and objective of any self – respecting nation.

The main purpose of this technical report is to account to the citizenry of the Eastern Cape how the Grade 12 class of 2020 has performed after a long arduous journey of 13 years. Secondly, to succinctly indicate how the Department managed to conduct, manage and administer NSC examinations in the midst of COVID 19 with credibility and integrity.

The Department of Education is proud to declare that, first, efficient systems and processes were in place to provide relevant and timeous information to key role players in the education system. Second, information has been made available to the authorities in order to enable them to effectively use it to take informed decisions that will address the challenges that impact on the learning. Third, appropriate feedback is being provided to all role players, especially learners, to enhance learning. The ultimate objective is to develop an integrated and effective assessment system to address the challenge of improving learning in the classroom.

This 2020 NSC results report provides an overview of how the NSC Grade 12 class of 2020 cohort of learners has performed. It further provides the much desired report card about the achievement of the set targets by the Department of Education

and identify the areas of weaknesses and most importantly design appropriate response plans for next academic year(s).

It is incumbent upon all the critical stakeholders to embrace this results analysis report and utilize it wisely to develop the intervention plans for the near future on our way to achieving the National Development Plan goals by 2030 as set out in the Action Plan 2019: Towards the Realisation of Schooling 2030.

Furthermore, this technical report does not even begin to attempt to provide comprehensive solutions to our embedded educational challenges. It only creates a platform for all critical stakeholders in education to acknowledge that, whilst tremendous progress has been made, we continue to be plagued by various stubborn and persistent realities that thwart the realization of constitutionally and legally enshrined educational imperatives and goals. This necessitates all of us to openly acknowledge failings, shortcomings and weaknesses, honestly identify what accounts for these and creatively and courageously confront them.

Introduction

The National Senior Certificate Examinations is the highest qualification that can be obtained in the Basic Education phase. It is the culmination of the point at which the 12-13 years of intensive teaching, learning and acquisition of the world changing knowledge by the young people of South Africa is displayed. This renders the NSC qualification to be of national and public interest. It opens the doors to the Eastern Cape young citizenry not only to the global and national higher education learning opportunities, but to others it is the passport to the world of work and a source of hope for many poverty- stricken households. It is precisely for this reason that the government does whatever it takes to protect the high currency, credibility and integrity of the National Senior Certificate. Amidst COVID 19 pandemic challenges over 130 000 candidates managed to write NSC/SC 2020

examinations. Despite the hovering presence of COVID 19 pandemic challenges, 'no child was left behind'. All candidates who qualified write NSC/SC examinations even when tested positive to COVID 19 were allowed to write in a specially prepared school environment. This achievement was a game-changer. It sent a message that COVID 19 is not a death sentence, nor is it a crusher of someone's dreams. The Department ensured that thousands of anxious candidates did not have their dreams deferred, but were accorded an opportunity to start their journey to the future, here and now.

The overall outlook of the 2020 National Senior Certificate results might not be what the Department planned and wished for, but the reality of 2020 COVID 19 challenges reared its ugly head. This calls upon all of us to aptly describe the Grade 12 class of 2020 as a special cohort of learners because had to face extra-ordinary learning and teaching circumstances that were unprecedented and never faced by any other Grade 12 cohorts which preceded this class. They gallantly demonstrated the never say attitude. As a Department we salute these Grade 12 candidates for making this province proud. It is further acknowledged that they may have performed lower than NSC Grade 12 class of the previous two years, but proudly registered the third highest performance since 2008.

The Grade 12 class of 2020 was nervously faced by a dark hovering cloud of facing the stark reality of losing the whole academic year after spending 11 arduous years in the schooling system. Gratefully and gracefully, the 2020 academic year was brazenly saved by the Department of Basic Education in collaboration with PEDs to the utter disbelief of many naysayers. This achievement was despite the global push to postpone examinations as was captured in different countries, Rebecca Cairns (2020) paints it aptly below:

School systems worldwide have cancelled or postponed senior secondary school examinations in the wake of the social distancing and lockdowns necessitated by the global Covid19 pandemic.

Headlines capture the sense of uncertainty: ***Coronavirus: Stress over university entrance exams has skyrocketed amid Hong Kong school closures (Ng 2020); Covid-19 disruption to school year sparks call to axe exams (Heaney 2020); Scotland's exam result crisis: assessment and justice in a time of Covid-19 (McArthur 2020); and Covid-19 has thrown year 12 students' lives into chaos (Roberts 2020).***

As schools and education policymakers scramble to respond, students in their final year of school are not only apprehensive about 2020, but about how the pandemic will impact their future education, employment, and quality of life.

High-stakes assessment and standardized tests are prominent features of globally competitive educational systems. Assessments with important consequences for test takers, on the basis of their performance. Passing has important benefits, such as progressing to a higher grade, a high school diploma, a scholarship, entrance into the labor market or getting a license to practice a profession. Failing also has consequences, such as being forced to take remedial classes or not being able to practice a profession.

On the other hand, the World Bank (2020) identified three common responses to high-stakes school exams around the world during Covid-19. First, examinations are cancelled, as was the case with General Certificate of Secondary Education (GCSE) exams in Britain. Second, examinations are postponed, as with the delayed Diploma of Secondary Education exams in Hong Kong. Third, examinations continue to take place in a modified format, as with the Caribbean Examination Council (CXC) exams, which will be delivered using online formats in the Caribbean.

The profile of the 2020 NSC Grade 12 Class

The NSC grade 12 class of 2020 is the seventh cohort to sit for the National Senior Certificate based on CAPS. This cohort entered Grade 1 in 2009 and had a fairly stable and conducive

teaching and learning environment. There has been gradual improvement in the quality of School Based Assessment over the past few years. There was significant emphasis on formative school based assessment over the past few years. It should however, be emphasized that the standard and quality of public examinations is on an ongoing improvement trajectory, annually the bar is raised. All said and done, COVID 19 pandemic posed an unprecedented challenge to the Grade 12 Class of 2020.

Policy Imperatives

In addition to COVID 19 challenges this cohort was impacted by a number of specific policy changes, amongst others the following:

- Policy on progression (7th cohort)
- Discontinuation of the Policy on Multiple Examination Opportunity
- Introduction of Sign Language Home Language in 2018
- Introduction of Specialization in the Technology Subjects in 2018
- Offering of two question papers in Accounting and Business Studies for the first time in 2020
- Abolishment of the Designated List of NSC Grade 12 subjects in 2018.

The Key Curriculum Interventions to support the Grade 12 Class of 2020

The objective of the schooling system is to ensure that every learner attains a National Senior Certificate. The year 2020 had unique educational context which included amongst others; extended school closures, learner absenteeism, intermittent school closures, intense need for psycho- social support, teacher absenteeism and learning under COVID 19 conditions. The above factors defined the year 2020, which I dare say, it is a year, we wish to quickly forget, but also a year that has forced the schooling system to operate differently and adopt a complete and 360° paradigm shift.

Coronavirus affected the education system in the world. Schools, colleges, and universities were closed to control the spread of the coronavirus. School closure brings difficulties for learners, teachers, and parents.

So, distance learning is a solution to continue the education system. However, the lack of network infrastructures, computers, and internet access is challenging distance learning in poor provinces. Provinces design a strategy to use educational technology, zero-fee internet educational resources, free online learning resources, and broadcasts teaching.

During closures, educational institutions design programmes, prepare teaching-learning strategies for post-coronavirus. The department and schools design strategies to recover lost learning, and return learners to school when schools re-open. Coronavirus has been impacting the face-to-face education system of poor provinces. Therefore, provinces had to enhance broadcast teaching, online teaching, and virtual class infrastructures. The schooling system, especially the Grade 12 Class of 2020, was negatively impacted by COVID 19 in the following ways:

Teachers, Students, and Parents

- The pandemic of COVID-19 pandemic affected schools, learners, teachers, and parents.
- The COVID-19 crisis increases social inequality in schools.
- Learners from more advantaged parents attend schools with better digital infrastructure and teachers might have higher levels of digital technology skills.
- Some schools were well equipped in digital technology and educational resources.
- Disadvantaged learners were attending schools with lower ICT infrastructure and educational resources.
- Following COVID-19 more advantaged students were attending schools to adopt online learning.

- Schools in disadvantaged, rural areas lack the appropriate digital infrastructure required to deliver teaching at the remote.
- Also, there is a significant difference between private and public schools in technology and educational resources.
- In some instances, private schools were more effective than public schools. Learners' have not equal access to digital technology and educational materials.
- In the (Woday et al., 2020) survey, the study finds during schools closure the level of anxiety, depression disorders, and stress are high among learners, globally. This finding was also evident in the Province.

Unequal Access to Educational Resources and Technology

- To control the coronavirus spread, the Department of Basic Education and Provincial Education Department have been working to encourage parents and schools to help students continue to learn at home through distance learning.
- The Department of Basic Education and PEDs advised learners to learn from radio and television lessons that can be accessed at home. However, the radio and television lessons may work for some children and students in urban areas, but most parents in rural areas have no access to radios and television lessons. For example, in Eastern Cape, more than 65% of the population lives in rural areas with limited or no access to electric power, so that it is challenging for students in rural areas to learn from radio and television lessons.
- The schools in urban areas were teaching their students from a distance by uploading assignments, books, and reading materials through Google Classroom, e-mail, social media, and other applications.
- In some urban areas, even if distance

learning is provided due to a lack of monitoring strategies some students may not use it properly. Private schools sending learning materials directly to parents through social media platforms.

- There is a difference between rural and urban schools and the public and private schools to keep their students learning from home. Also, public school teachers and students have limited or no access to the internet.
- The school closure brought difficulties for learners, families, and teachers of poor provinces. Learners from poor families with lower educational levels and children with poor learning motivation suffer most during coronavirus.
- The children may have higher dependence than younger learners on parents and they need guidance in their learning process, internet access, and usage of digital devices and applications.
- Furthermore, poor and digitally-illiterate families' children were further suffering.
- There were already inequalities before coronavirus in access to quality education between learners in urban and rural areas, and learners from families with higher and lower socio-economic status. School closures further increased the inequalities between learners. Learners in rural areas and from disadvantaged families lacked access to technology, internet access, and educational resources.

Assessment and Evaluation

- The shift from face-to-face class to online class has a serious impact on assessments and evaluation. Depending on the assessment type, applying assessments and evaluation online is a challenging task.
- The teachers in some instances have been forced to change their assessment types

to fit the online mode. Also, it is difficult to monitor the learners how they are taking subjects online and difficult to ensure that they are not cheating during online exams.

- Additionally, laboratory tests, practical tests, and performance tests are impossible to conduct online.
- Moreover, students who do not have internet access suffered to take assessments and evaluations.
- If the assessment and evaluation of learners' performance in online learning is difficult for both teachers and learners particularly teaching practical, technical competencies, and the assessment of practical skills.
- According to (UNESCO, 2020b) report, even for students, teachers, and parents in countries with reliable ICT infrastructure and internet access, the rapid transition to online learning has been challenging.
- Learners, parents, and teachers also require training to deliver online learning effectively, but such support is particularly limited in poor provinces.
- Education inequalities are a threat to education system continuity at a time of unexpected educational system closures (UNESCO, 2020b). Because, there are a limited number of computers, internet access, mobile network access, and lack of ICT trained teachers in developing countries (O'Hagan, 2020).
- Therefore, even if online teaching and learning are a good opportunity to continue education during the pandemic it is challenging for poor provinces.

Mental and Physical Health

- The closures schools and higher education negatively affect the mental and physical health of learners, parents, and teachers in the world, especially in poor provinces like Eastern Cape.

- In some instances, during school closures, both boy and girl learners in most rural areas were forced to fully support their families in cattle herding and farming.
- The COVID 19 infected cases rapid increase created a sense of anxiety and uncertainty about what will happen The lockdown due to coronavirus many people were feeling stress, fear, and anxiety, such as a fright of dying, a fear of their relatives dying. This stress affected the learners, mental, and physical health of learners. The pandemic may have a serious influence on the careers or may have not to pass and qualify for further studies of join the working world. All learners may not have good interaction with online learning applications and platforms (Haleem et al., 2020), because some of the students are active and some may take a longer time to familiarize themselves with the system.

Continuity Education System during COVID-19

- In the case of schools closures, support continued access to quality education. This included the use of distance learning strategies, assigning reading and exercises for home study, radio or television teaching of academic content, assigning teachers to conduct remote follow-up with students, and develop advanced education strategies.
- So, in most developed countries, courses, and exams are conducted online by using different applications, and social networks (Sun et al., 2020). The pandemic has made all the education system across the world to adopt distance learning since the pandemic pushes face-to-face learning to online learning.
- Learners started to learn from home and stay at home as much as possible, to maintain physical distancing, and to save themselves. In fact, it is true that even before COVID-19 there was an online learning system available but traditional

face-to-face learning had the power. But now online learning appears to be a growing phenomenon.

Against the backdrop of the challenges learners and the schooling sector faced in 2020, several intervention strategies were implemented by the Department of Basic Education and Provincial Education Departments to mediate and shield the Grade 12 class of 2020 from the 'hard landing' that was to be posed by 2020 academic year.

Some of the Curriculum Intervention Strategies implemented included amongst others the following:

- **In an attempt to mitigate the impact of lost tuition time, the Department of Basic Education actioned the trimming of the prescribed curriculum content to be taught in 2020, and the ECDOE had to reconceptualise the support package to be provided to Grade 12 teachers and learners.**

- **The support package for Grade 12 learners was a hybrid package consisting of both ICT and printed materials.**

Teachers, as well as Grade 12 learners had to access to support materials developed by subject planners and specialists. These support materials were easily accessible on the ECDOE websites www.eccurriculum.co.za and www.ecexams.co.za.

The materials were developed to ensure that the curriculum was covered with a special emphasis on easy to score marks or challenging areas as identified in the 2019 diagnostic reports. The materials also took into consideration the revised Annual Teaching Plans (ATPs) and the amended school based assessment requirements for Grades 10 – 12.

In collaboration with community radio stations, Umhlobo Wenene and Tru-FM lessons were broadcasted by subject advisors, subject planners and lead teachers. The content of the website and

radio lessons covered most subjects. The lessons were to a large extent, support provided to learners who were struggling with content and aiming at improving their pass rate in the subject. Grade 12 learners also had access to Mindset Learning Channel and the Woza Matric TV Channel. Grade 12 learners also benefitted through the provisioning of extra tuition through Saturday Classes, vacation schools and extended school hours. Grade 12 learners in selected schools benefitted from the TRACSA/ESKOM Physical Science and Language project. This project, sponsored by Eskom and implemented by TracSA focused on providing extra support to learners of physical Science through the focus on the conducting of practical experiments. The Maths & Science Infinity Project also provided to selected schools, expert mathematics and physical science teachers to support grade 12 learners. A mixture of the above interventions was also applied in various intensified programmes specifically targeting Grade 12 learners – i.e. First Push, Last Push and Just in Time programmes.

- **In addition, the support package also focussed on Grade 12 teachers who needed to be intensively supported to teach and assess during this difficult period with a special emphasis on ICT teaching and learning solutions.**

Another new aspect of the support provided to Grade 12 learners, was the new focus on learners with co-morbidities and learners who were still at home and the guidelines necessary to enable these learners to continue with the curriculum in a logical and managed manner. To mitigate the impact of Covid-19 on Grade 12 teachers in particular, the ECDOE developed the following multi-pronged strategy:

Teachers were guided on the use of the ICT gadgets and data (already in their

possession as part of the Teacher Laptop Initiative) to ensure that virtual teaching and learning takes place to ensure curriculum continuity. Teachers received the following training: Usage of Microsoft Office 365, Teams, One Note, Forms and use of PowerPoint for virtual lessons. Usage of Touch-board software for use in Virtual studios for the development of virtual lessons. Usage of the Snapplify app to assist learners to access e-textbooks from their tablets or ICT devices. Usage of the 2Enable e-content app.

- **Communication and the tracking of curriculum and assessment implementation was imperative during this period, therefore the support package also contained strategies to streamline communication and evaluation.**

Home Schooling Strategy

The ECDOE at the onset of the Covid-19 pandemic and during the national lockdown and closure of schools, developed a Home Schooling Guideline. This guideline was mediated to all district officials and teachers through virtual workshops. The guideline/ frame work was intended to provide guidance to teachers, principals, parent, guardians and learners as how to manage teaching and learning during the Covid-19 lockdown and post Covid-19 school closure, with a special reference to teachers and learners at home with comorbidities.

Curriculum Instructions were developed and distributed via bulk email, SMS, publishing on the website, WhatsApp, etc. to all subject advisors and teachers. Curriculum Instructions were mediated to provide better understanding of the content. During Covid/19 - the mediation process has been via virtual meetings through MS/Teams, Zoom, Google meet and other platforms.

Curriculum Instructions are issued to support curriculum and policy changes and to keep teachers and curriculum officials appraised

of any new developments in terms of content or pedagogy in the FET band.

- **A psycho-social support package for learners and teachers was also implemented.**

The ECDOE also provided psycho-social support to Grade 12 teachers and learners in three main areas. Provided relevant, suitable qualified personnel to support teachers and learners. Provided information sharing base to promote mental and social well-being. Provided face-to-face counselling. The Department recruited the personnel to offer Psychosocial Support to Learners and educators. Only 27 Registered Psychologists, 1 Registered Counsellor, 5 Psychometrists, 1 Registered Intern Psychologist, 1 Student registered Counsellor, 49 Social Work Interns at 49 Circuit Management Circuit, 46 Social Work Interns at 46 Special Schools, 12 Social Work Interns at the 12 Districts, 24 Social Work Interns for Employee Wellness in 12 Districts and 900 Learning Support Agents at Public ordinary schools. The Department had Tele- Psychology support through Customer Care Hotline for students to call into and added an additional text option through the Sikuncede-Njani App. The Department convened webinars for sensitization advocacy and capacity building on various themes e.g. COVID-19, Coping with stress, Relaxation techniques, Study skills etc.

The management, administration and conduct of the combined NSC/SC June and NSC end of the year examinations was run with credibility, integrity and dignity. This was confirmed by Umalusi, the Quality Assurance Examination Body when it approved the release of the 2020 National Senior Certificate examination results. Umalusi further indicated that, *“the Council found no irregularities that could have compromised the credibility of the exams. The Department of Basic Education is required to block the results of centres or candidates who are implicated in irregularities in 2020”*.

The Eastern Cape Grade 12 Class of 2020 was in Grade 1 in 2009 and 211 133 were in the books of the Department and 11 years later 82 449 were in Grade 12 which indicates 61% cohort loss along the journey. Out of the 82 449 full time candidates in the school system. There were 79 670 candidates who were registered as full time candidates for NSC examinations in 2020 and 72 926 candidates actually sat for examinations. These candidates wrote in 874 full time public school centres, 50 independent schools and 9 special schools. The province offered a total of 157 question papers, over 30 million sheets of paper were printed and over 1 300 000 million scripts were marked in 24 marking centres. The Department of Education in the Eastern Cape can proudly report that it offered 531 COVID 19 positive candidates in 2020 to sit for their examinations in specially prepared writing venues in their schools. This was made possible by a number of hard working and self-less teachers and officials who sacrificed to invigilate them despite risking their lives. These candidates could have had their dreams washed down the drain and join queue of school drop outs. They were protected and their future still looks bright.

The training of the invigilators and examination monitors was intensified and directly conducted by expert trainers from head office. The pledge signing ceremonies were all closely monitored online and in high risk centres, face to face attendance was done but without compromising the COVID 19 protocols in all these cases.

Eastern Cape was the only province in the whole country that traversed the route of testing all the marking centre personnel. This approach had its own pertinent challenges, such as the anxiety on the part of the personnel to be tested, the readiness of the health facilities and personnel in view of them being stretched to the limit due to the resurgence of the second wave, delays in the turnaround time of results, inadequate quarantine facilities, and provision of psycho-social support services to those personnel who tested positive.

The COVID 19 testing programme in marking centres was successfully rolled out in the province with the support of the Department of Health.

The table below indicates the number of marking personnel tested and the results thereof:

CATEGORY	TOTAL NO	TESTED	POSITIVE	%
MARKERS	4945	4945	168	3.4
EAS	1386	1386	58	4.4
MANAGEMENT	180	180	17	9.4
SCHOOL STAFF	1003	1003	43	4.3
SECURITIES	417	417	6	1.6
TOTAL	7931	7931	292	3.8

It is also pleasing that despite the reports of question paper leakages very few cases of serious irregularities were identified during marking. The next steps concerning leaked papers are led by DBE not by PEDs. The provinces got guidance and directives on what to ensue from DBE. The report on a few irregularity cases shall be finalized soon and shall be communicated once internal procedures are completed. Umalusi indicates that if there are candidates that are implicated in the leak their results must be blocked until the completion of the investigation. Umalusi further emphasized that the investigation into the leakage of Mathematics Paper 2 and Physical Sciences Paper 2 is not yet complete and will continue until finalized. Despite these identified irregularities that are being investigated the quality assurance exam board, Umalusi, has approved the release of the 2020 National Senior Certificate examination results. The council found no irregularities that could have compromised the credibility of the exams.

The Eastern Cape Department of Education is very pleased in the manner the management, conduct and administration of a combined NSC/ SC examinations was executed, despite minor challenges that shall always require our continuous attention. The national leakage of Mathematics and Physical Science papers was well handled by joint efforts of DBE, Umalusi and the Provincial Education Departments. This protected the credibility, integrity, decorum and the dignity of the country's highly regarded national qualification, called NSC. No learners were left behind in getting opportunity to sit for their NSC examinations.

CHAPTER 2

REQUIREMENTS FOR THE NATIONAL SENIOR CERTIFICATE

To qualify for a National Senior Certificate, a learner must offer seven approved subjects and provide full evidence of School Based Assessment for each subject.

For a candidate to obtain a National Senior Certificate, she/he must:

- a) complete the programme requirements for Grades 10, 11 and 12 separately and obtain the distinct outcomes and associated assessment standards for all three years,
- b) comply with the internal assessment requirements for Grades 10, 11 and 12 and the external requirements of Grade 12;
- c) achieve 40% in three subjects, one of which is an official language at Home Language Level;
- d) achieve 30% in three subjects; and
- e) provide full evidence in the school-based assessment component in the subject failed.

The requirements are tabulated as follows:

Promotion requirements	Percentage required
Subject 1: Home Language	40%
Subject 2	40%
Subject 3	40%
Subject 4	30%
Subject 5	30%
Subject 6	30%
Subject 7	0 - 29% (Proof of SBA in the failed subject)

Minimum achievement requirements for the awarding of the National Senior Certificate to candidates with special needs:

Learners who experience barriers to learning are allowed to follow alternative pathway to obtain a National Senior Certificate. Such candidates who experience barriers to learning are defined as learners with special educational needs. A number of concessions, related to the nature of the barrier to learning, identify permissible variants to the rules of combination allowed for the NSC. Barriers to learning identified in the policy include: visual, aural, hearing impairment, aphasia, dyslexia and mathematical disorders such as dyscalculia. The endorsed National Senior Certificate is offered to candidates who cannot, despite the concessions granted in the policy, meet the stipulated requirements and who will be awarded the Endorsed National Senior Certificate for learners with special educational needs. Despite the consensus provided in policy there are many checks and balances in place to ensure that the qualification remains at an equivalent standard to the NSC for the main stream.

How the National Senior Certificate is assessed

Assessment in the NSC subjects is based on the external examinations and internal assessment conducted by the school. The external examinations constitute 75% of the final promotion mark and the internal assessment constitutes 25%. In subjects like Art and Music with a practical component, the practical assessment constitutes 25% which implies that the external examination carries a weighting of 50% in these subjects.

Achievement in the NSC is recorded on a seven (7) point scale which is categorized as follows:

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTOR	MARKS %
7	Outstanding Achievement	80-100
6	Meritorious Achievement	70-79
5	Substantial Achievement	60-69
4	Adequate Achievement	50-59
3	Moderate Achievement	40-49
2	Elementary Achievement	30-39
1	Not Achieved	0-29

MINIMUM REQUIREMENTS FOR ADMISSION TO HIGHER EDUCATION

Minimum Higher Education Admission requirements in accordance with the 3 levels of undergraduate programmes are as follows:

Higher Certificate

The minimum admission requirement is a National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the Higher Education Institution as certified by Umalusi, the Quality Assurance Council. Institutional and programme needs may require additional combinations of recognized NSC Subjects and levels of achievements.

Diploma

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of: **4 x 40%- 49% or better (4 x Level 3 including Home Language)**. Institutional and programme needs may require additional combinations of recognized NSC Subjects and levels of achievements.

Bachelor's Degree

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of: **4X50%-59% or better (4 x Level 4s Including Home Language)**.

CHAPTER 3

THE MANAGEMENT, CONDUCT AND ADMINISTRATION OF THE 2020 NSC EXAMINATIONS

Registration of candidates and examination centres

The Province has a total number of 79 888 full time candidates registered for 2020 National Senior Certificate examinations in 933 full time examination centres. Grade 12 candidates were uploaded from SASAMS onto IECS. Three sets of preliminary schedules were printed and distributed to districts and school to verify the correctness of the registration of the learners. Particular attention was on correctness of personal details and subjects. Principals, parents and learners signed to confirm the correctness of the learners' registration status.

Tables 1.1 and Table 1.2 below provide a comparison of the number of candidates who have entered for the National Senior Certificate (NSC) examinations in the Eastern Cape in 2020 and previous 8 years. It is worth noting that the Eastern Cape registers the fourth largest number of candidates for the NSC after Kwa Zulu Natal, Gauteng and Limpopo provinces.

TABLE 1.1

Year	Number Full-time	Increase / Decrease
2012	69 427	1358
2013	74 980	5 553
2014	69 294	-5 686
2015	91 810	22 516
2016	92 748	938
2017	82 257	-10 491
2018	81 842	-415
2019	82 113	271
2020	79 888	-2 225

Number of Full Time candidates enrolled for NSC: 2012-2020

TABLE 1.2

Year	Number of Centres	Increase / Decrease
2012	926	8
2013	926	0
2014	923	-3
2015	924	01
2016	926	02
2017	927	01
2018	936	09
2019	934	-3
2020	933	-1

Number of Examination Centres: 2012- 2020

The number of centres has decreased in 2020 when compared to 2019.

The Province registered a total of **9 502** progressed learners in 2020 which has decreased compared to 16 753 learners that were progressed in 2019. Grade 11 promotion schedules were verified, and it was discovered that promotion requirements were not adhered to by some schools and that led to learners being unfairly advantaged – 802 learners from 220 schools were incorrectly progressed or disadvantaged. 1493 learners from 291 schools were incorrectly retained. Strict adherence by schools to the set criteria on promotion requirements is always emphasized:

Criteria for a learner to progress

- Learners must have failed to satisfy the promotion requirements of either Grade 10 or Grade 11, and repeated either Grade 10 or Grade 11;
- The learner must have passed LoLT and any other 3 of the 7 subjects offered (Life Orientation included).³ If the HL is the LoLT of the learner, for the purpose of progression only, the learner must obtain 30% to ensure equivalence with the pass requirements for the First Additional Language;
- The learner must have attended school on a regular basis. Absenteeism in excess of 20

days, without a valid reason, will disqualify the learner from being progressed;

- The learner must have complied with the prescribed SBA requirements for that academic year.

Multiple Examination Opportunities (MEO) has been discontinued with the effect from 2020. The progressed learners wrote all subjects in 2020 NSC examination.

1.2 Monitoring of the writing of the examinations

A total number of 157 question papers (both English and Afrikaans versions for content subjects) were printed and distributed to 933 full time schools and 147-part time centres. The Province intensified monitoring of the writing of the examinations in 2020 by deploying 70 monitors which includes privately hired monitors; officials from Examination and Assessment Chief Directorates and other sister Chief Directorates and district officials. 716 centres have been monitored across the Province. The examination centres were audited and categorized into 126 high , 51 medium and 918 low risk examination centres.

High Risk Centres Examination centres which have previous cases of group copying and repeated cases of irregularities, Part- Time Centre and Independent Schools.

Medium Risk Centres Examination centres with cases of minor administrative Irregularities and centres offering Grade NSC Grade 12 for the first time.

Low Risk Centres Examination centres without previous cases of irregularities.

Printing and Security of Question Papers

In preparation for the 2020 Grade 12 cohort, Examinations and Assessment Chief Directorate sets common examinations in June, focusing on

12 gateway subjects, including new subjects, viz. Technical Mathematics and Technical Sciences. This was done to strengthen assessment in schools and also to ensure that learners are exposed to standardized assessments. However, due to the COVID-19 pandemic, these question papers were not written.

A total of 135 question papers were also set for Preparatory Examinations, wherein the learners were also exposed to the Accounting and Business Studies that were split into paper 1 and paper 2 for the first time in Grade 12 2020.

The Department has seen an increase in the schools that are offering South African Sign Language (Reuben Birin and Sive Special Schools).

The 2020 NSC printing of question papers (157 papers) commenced on 8 October 2020 and completed on 11 December 2020.

The province is working in collaboration with PROVJOINTS in ensuring that all measures are taken to strengthen security during examination. A deployment plan was developed where police officials were assigned certain areas in the province within their jurisdictions. Meetings were held on regular basis to keep abreast with the developments and any potential risks to the examinations.

Implementation of School Based Assessment (SBA) requirements

In addition to the formal examination papers written at the end of the year, candidates are also expected to complete a variety of assessment tasks at school level.

Requirements are spelt out in the policy document, *National Protocol on Assessment* and are meant to allow the candidates to work consistently throughout their Grade 12 year and to be rewarded by accumulating marks towards their final result. These assessment tasks cover a wide variety of activities.

All these components are put together to produce the candidate's School Based Assessment mark (SBA) which constitutes 25% of the final mark. For Life Orientation, the larger component of the final promotion mark is School Based and external assessment which is referred to a Common

Assessment Task (CAT) constitute 20%. The SBA must receive continuous attention throughout the year.

The absence of a School Based Assessment and/or a Practical Assessment Task mark in any subject, without a valid reason, result in the candidate, registered for that subject, receiving an incomplete result.

The candidates are allowed three months before the commencement of the next sitting to submit outstanding work or present him/herself for School-Based Assessment and/or a Practical Assessment Task. Should the candidate fail to fulfill the outstanding School Based Assessment and/or Practical Assessment Task requirements, such a candidate will not be resulted and he/she must repeat the subject and redo the School-Based Assessment and/or Practical Assessment Task component for that subject.

In the event of a learner not complying with the requirements of School-Based Assessment and/or Practical Assessment Task in any subject in Grades R-12, but where a valid reason is provided:

- ✓ He or she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the Head of the assessment body.
- ✓ The learner must, within three weeks before the commencement of the final end-of-year examination of the relevant grade submit outstanding work or present himself or herself for School-Based Assessment and/or Practical Assessment Task.
- ✓ Should the learner fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task Assessment requirements, he or she, registered for that subject will receive an incomplete result.

In order to ensure compliance with SBA requirements in 2020, the following processes were put in place:

- The schools, whose SBA marks were rejected by Umalusi during the standardization process were informed, made to account and indicate strategies they will use to avoid the

recurrence of the situation. These schools were also selected as participants in the 2020 Centralised Provincial SBA moderation.

- Monitoring of SBA moderation at all levels was done by Curriculum (FET), Examinations and Assessment Chief Directorates, Department of Basic Education and Umalusi.

From the 23 - 26 October 2020, Examinations and Assessment Chief Directorate held the Centralized Provincial School Based Assessment moderations. Due to financial constraints this moderation was done only in 10 high enrolment subjects. Schools that were selected for moderation were those that had experienced SBA rejections in 2019 and the ones that were presenting Grade 12 for the first time in 2020. Provincial moderation of Life Orientation was also held from 23 to 26 November 2020. In October, after the Centralized Provincial School Based Assessment moderations, Umalusi visited the Province for SBA quality assurance on sampled subjects from their sampled schools. The Department of Basic Education requested teacher files for SBA moderation from their own sampled schools for SBA moderation and these were sent to Pretoria. This process was done from 16 - 21 December 2020. School visits were also done from 12 October to 18 November for the Provincial moderation of Practical Assessment Tasks on Dance, Design, Dramatic Arts, Music and Visual Arts subjects.

MANAGEMENT AND IMPLEMENTATION OF MARKING PROCESSES AND PROCEDURES

Markers are drawn from highly experienced and qualified educators who are offering the specific subjects in Grade 12 from their schools and some who are advising the subject at district level.

2020 was a difficult year (new normal) due to the outbreak of the Covid-19 pandemic. Although an advert was published through Assessment Instruction No 13 of 2020, the selection process could not take place due to lockdown restrictions.

Subsequent to that, consultation and engagement process of all relevant stakeholders was undertaken. A roll over model was adopted. Permission was granted to roll-over the marking personnel that was appointed in 2019 and had applied for the 2020 marking session. The roll-over process involved a verification of the 2019 personnel that was done through a submission of the lists of applicants to HR and ICU. The verification culminated to the production of an approved list of markers by the HOD that was then sent to districts for further verification of the availability of the appointed personnel, considering the Covid-19 dynamics. Teacher unions, HR, ICU and Salaries were part of the process. The verification of the recommended markers at all stages was as per the standing protocol and procedures set by DBE and Umalusi for authenticity.

Marking Centres

Marking centres were established in line with the regulations and PAM directives, as well as the Covid-19 regulations. A total of 23 marking centres for NSC and ASC were used and one marking centre was used for AET L4.

Amongst the NSC and ASC centres, there were new marking centre, Burgersdorp HS in Joe Gqabi district - in Sterkspruit CMS; Mthatha HS in OR Tambo Inland district – Mthatha CMC; Sive Special School in Alfred Nzo West district – Maluti CMC and Adelaide Gymnasium in Amathole West district – Fort Beaufort CMC. The safety of marking personnel was a priority in deciding on the number of new marking centres as well as to allow the regulated social distancing, as per Covid-19 regulations. The introduction of new marking centres was also informed by the principle of rotation and giving an opportunity to the formally disadvantaged schools and communities/areas. The province adopted a principle of gradually infusing schools as marking centres from poor communities and marginalized rural areas. This new marking centres performed exceptionally well in almost every respect across the board.

Relevant to the 2020 school calendar and

circumstances related to the Covid-19, marking commenced on 04 – 21 January 2021. Markers were trained by the Chief markers and Moderators, who attended Marking Guideline Meetings either at DBE/Province or were conducted virtually and are meant to standardize the marking of scripts across the country. The total number of scripts handled was 1 198 320.

To manage this process, a total number of 23 Centre Managers, 23 Irregularity Investigators, 60 Capturers, 16 Drivers, 48 script control officials and 48 claims officials were utilised. These officials were trained virtually between 17 to 23 December 2020. The total number of Markers was 4 945 with 1386 EAs.

Examination Assistants (EAs) are derived from full time students at Tertiary Institutions; unemployed graduates as well as unemployed youth who must have passed Maths or Maths Literacy at 60% and above in their metric certificate.

Centre Managers consisted of professionals from Examinations and Assessment and Curriculum Chief Directorates, usually at DCES level, and Irregularity Investigators at SES level. Admin personnel are deployees from the same directorates. The deployment, however, did not go without challenges.

In the spirit of ensuring the safety of all marking personnel, a total of 7 931 personnel, which includes, markers, examination assistants, marking centre management, school staff and security guards were all tested on arrival with the much appreciated assistance of the Department of Health. The testing was only done by the Eastern Cape province. Those tested positive for the Covid-19 virus were either not allowed to enter and or released from their duties and had to be replaced, which resulted in SESs that had been appointed as Irregularity Investigators being promoted to positions of Centre Managers and personnel that had not been deployed being used as substitutes. The acceptance of new responsibilities and the quality of service that was rendered by these officials is greatly appreciated. Those that had been identified as contacts to positive personnel were either quarantined at venues that were made

available by the Department of Health, or released to return home. Some were allowed to resume their duties when they were cleared after the quarantine period, provided there were still shortages in the subjects they had been appointed to mark. A total of 168 markers, 58 examination assistants and 17 Centre Management personnel, were released from their responsibilities due to testing positive for COVID-19, however this did not have any negative impact of the quality, credibility and integrity of the marking process in all centres.

Management of Irregularities

In 2020, the province has drastically reduced the number of irregularities. This reduction of irregularities is attributed to the charging of implicated Chief Invigilators and Invigilators as well as sanctions for affected learners who were involved in group copying in 2019. The Province also undertook the training of Chief Invigilators as its responsibility. All the centres were provided with training manuals, video presentations and demonstration on the management of answer scripts and mark sheets. This was informed by the increase in the number of administrative errors and missing scripts. There are other measures that were in place in order to reduce irregularities during 2020 examinations such as pledge signing ceremony that took place across all schools in the Province on 23 October 2020, Signing of Commitment Agreement by both parents and candidates, Community Radio programmes were candidates were alerted on irregularities that may occur during the writing of examinations.

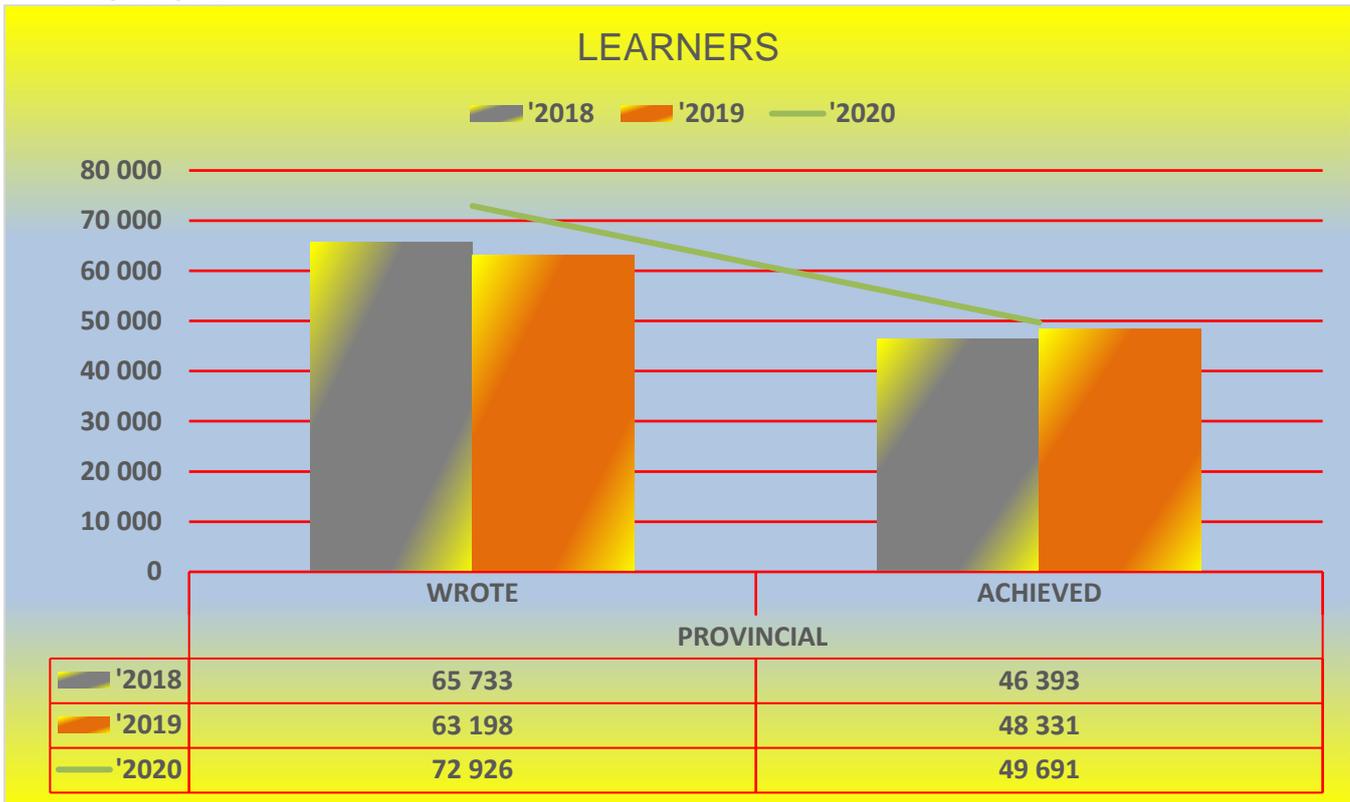
Training of all officials that are involved in the management of examinations has assisted in the reduction of irregularities. This includes district officials and monitors. Monitoring coverage was also improved as the private monitors were utilized in ensuring that high enrolment schools and high risk centres. Reports were submitted daily and all irregularities identified were corrected on the spot.

CONCLUSION

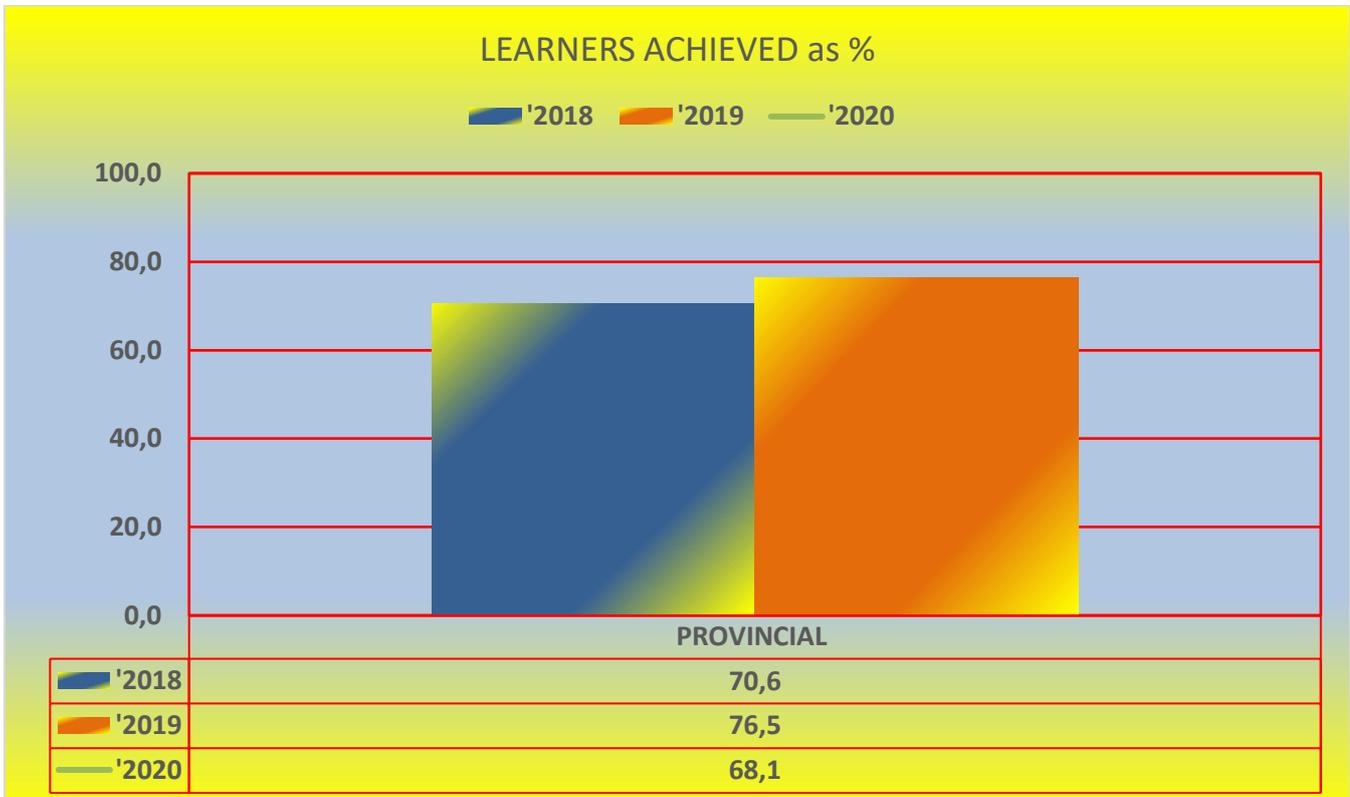
Measuring progress is important. We need to know what we are doing is having impact against another approach that might yield better outcomes, but the current fetish of crude numerical quantification in education is misleading and fundamentally inappropriate for the unpredictable nature of the classroom. We need better ways of recording the phenomenon of the classroom that captures more than simply test scores and arbitrary judgments on teachers, and seeks to impose an order where often there is none (<https://chronotopeblog.com/2015/04/04/the-mcnamara-fallacy-and-the-problem-with-numbers-in-education/>).

We sincerely hope that this technical results analysis report shall provide the necessary direction to be ensued in making timeous intervention in order to change the fortunes of our educational imperatives for the better. The focus must be on achieving key outcomes in all areas of our operations against the measurable indicators set and all of us who occupy such responsible positions must be held accountable for achieving them.

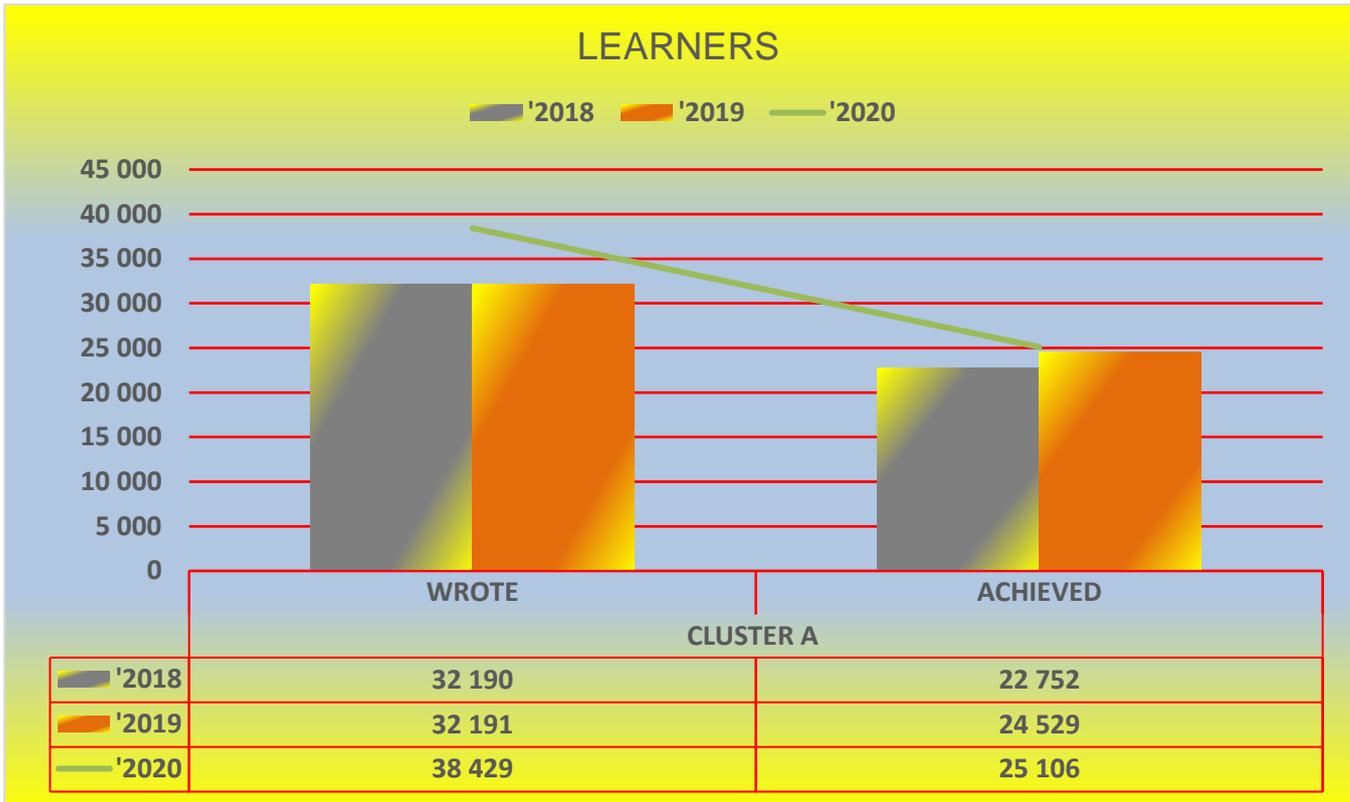
**CHAPTER 4
PASS RATES
PROVINCIAL**



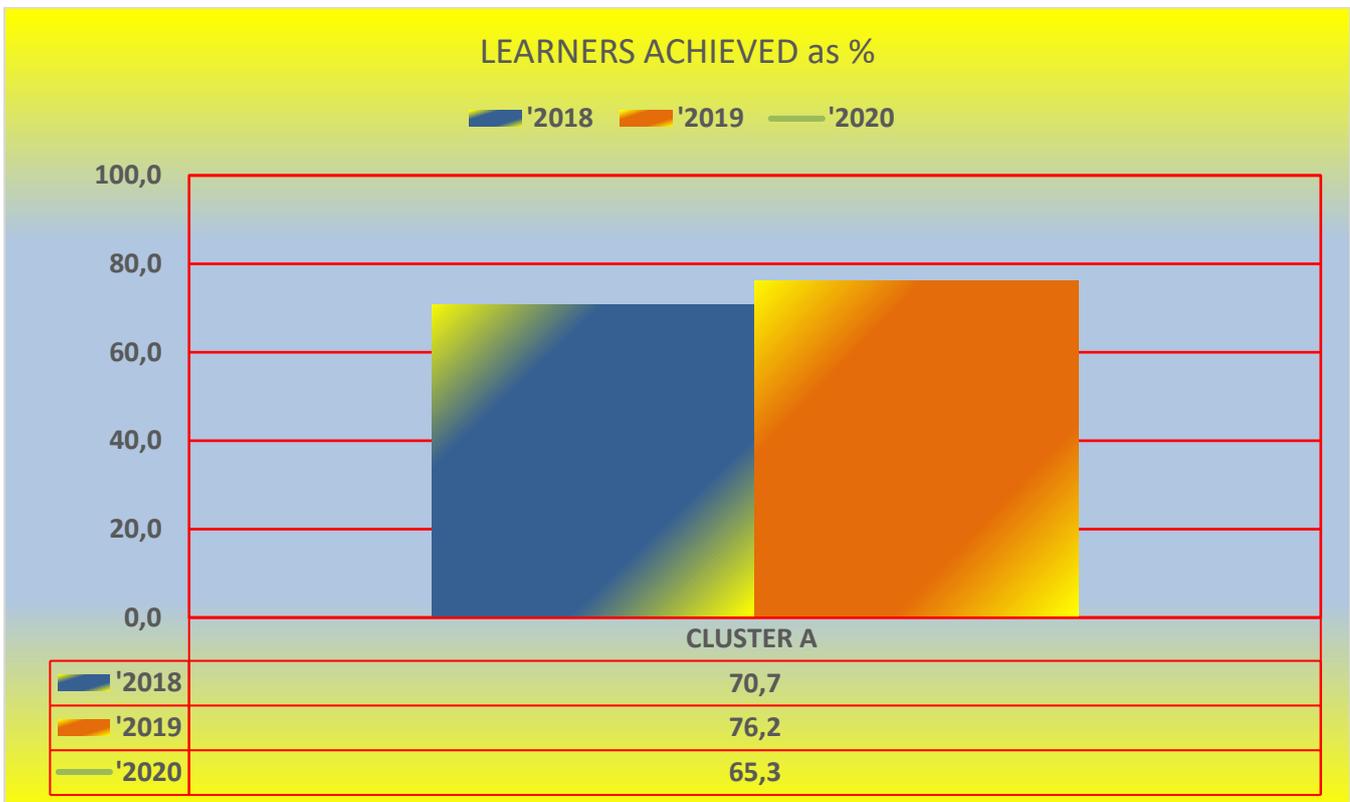
PROVINCIAL as %



CLUSTER A: OVERALL PASS RATES



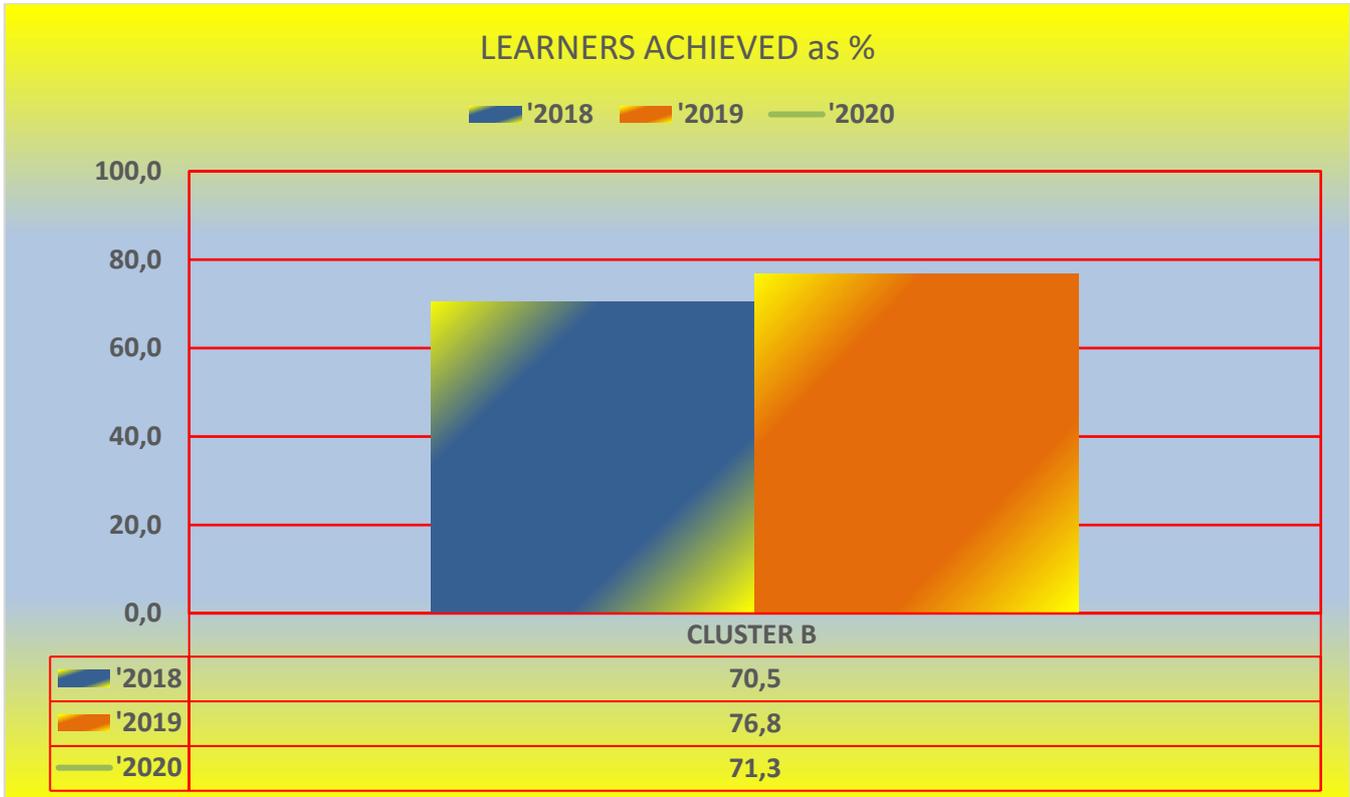
CLUSTER A as %



CLUSTER B: OVERALL PASS RATE



CLUSTER B as %



DISTRICT PASS RATE

District	Values	Year			% Learners Achieved			Difference
		'2018	'2019	'2020	'2018	'2019	'2020	2020-2019
ALFRED NZO EAST	ACHIEVED	2 524	2 835	3 030				
	WROTE	3 511	3 653	4 438	71.9	77.6	68.27	-9.3
ALFRED NZO WEST	ACHIEVED	4 475	5 163	5 419				
	WROTE	6 151	6 716	8 032	72.8	76.9	67.47	-9.4
AMATHOLE EAST	ACHIEVED	4 852	4 764	4 364				
	WROTE	7 062	6 173	6 483	68.7	77.2	67.31	-9.9
AMATHOLE WEST	ACHIEVED	2 020	1 986	1 936				
	WROTE	3 634	3 068	3 065	55.6	64.7	63.16	-1.6
BUFFALO CITY	ACHIEVED	5 729	5 694	6 113				
	WROTE	7 843	7 306	8 301	73.0	77.9	73.64	-4.3
CHRIS HANI EAST	ACHIEVED	2 700	2 601	2 562				
	WROTE	3 845	3 618	4 118	70.2	71.9	62.21	-9.7
CHRIS HANI WEST	ACHIEVED	2 966	2 996	3 147				
	WROTE	4 294	3 974	4 465	69.1	75.4	70.48	-4.9
JOE GQABI	ACHIEVED	2 138	2 326	2 325				
	WROTE	3 174	3 045	3 781	67.4	76.4	61.49	-14.9
NELSON MANDELA	ACHIEVED	6 205	6 512	7 081				
	WROTE	8 152	8 002	9 373	76.1	81.4	75.55	-5.8
O R TAMBO COASTAL	ACHIEVED	5 344	5 356	5 947				
	WROTE	7 680	6 899	9 127	69.6	77.6	65.16	-12.5
O R TAMBO INLAND	ACHIEVED	5 571	6 248	5 823				
	WROTE	7 829	8 260	8 933	71.2	75.6	65.19	-10.5
SARAH BAARTMAN	ACHIEVED	1 869	1 850	1 944				
	WROTE	2 558	2 484	2 810	73.1	74.5	69.18	-5.3

DISTRICT POSTION 2018 – 2020

DISTRICT	POSTION		
	2018	2019	2020
NELSON MANDELA	1	1	1
BUFFALO CITY	3	2	2
CHRIS HANI WEST	9	9	3
SARAH BAARTMAN	2	10	4
ALFRED NZO EAST	5	3	5
ALFRED NZO WEST	4	6	6
AMATHOLE EAST	10	5	7
O R TAMBO INLAND	6	8	8
O R TAMBO COASTAL	8	3	9
AMATHOLE WEST	12	12	10
CHRIS HANI EAST	7	11	11
JOE GQABI	11	7	12

CENTRES OBTAINING <40 AND <60% IN A DISTRICT

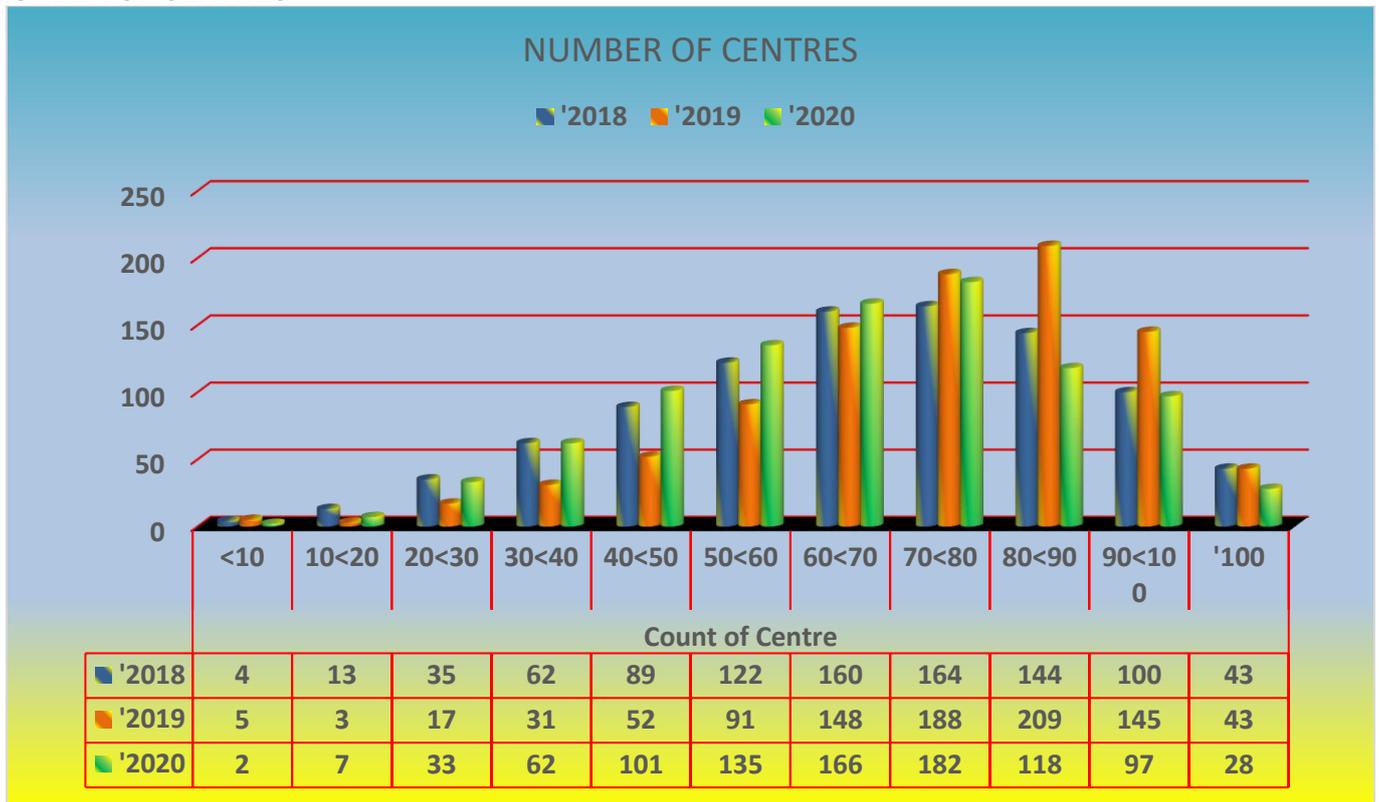
District	Range	'2018	'2019	'2020
ALFRED NZO EAST	<40	2	1	2
	<60	10	4	9
ALFRED NZO EAST Total		12	5	11
ALFRED NZO WEST	<40	6	5	9
	<60	11	7	24
ALFRED NZO WEST Total		17	12	33
AMATHOLE EAST	<40	8	4	8
	<60	20	10	23
AMATHOLE EAST Total		28	14	31
AMATHOLE WEST	<40	27	14	14
	<60	35	27	30
AMATHOLE WEST Total		62	41	44
BUFFALO CITY	<40	20	7	11
	<60	20	23	24
BUFFALO CITY Total		40	30	35
CHRIS HANI EAST	<40	2	4	9
	<60	14	7	16
CHRIS HANI EAST Total		16	11	25
CHRIS HANI WEST	<40	14	7	11
	<60	20	12	19
CHRIS HANI WEST Total		34	19	30
JOE GQABI	<40	2	2	6
	<60	17	6	11
JOE GQABI Total		19	8	17
NELSON MANDELA	<40	7	3	7
	<60	19	11	15
NELSON MANDELA Total		26	14	22
O R TAMBO COASTAL	<40	7	2	8
	<60	14	11	23
O R TAMBO COASTAL Total		21	13	31
O R TAMBO INLAND	<40	7	2	16
	<60	22	15	30
O R TAMBO INLAND Total		29	17	46
SARAH BAARTMAN	<40	12	5	6
	<60	9	10	12
SARAH BAARTMAN Total		21	15	18
Grand Total		325	199	343

PASS RATE BY QUINTILE

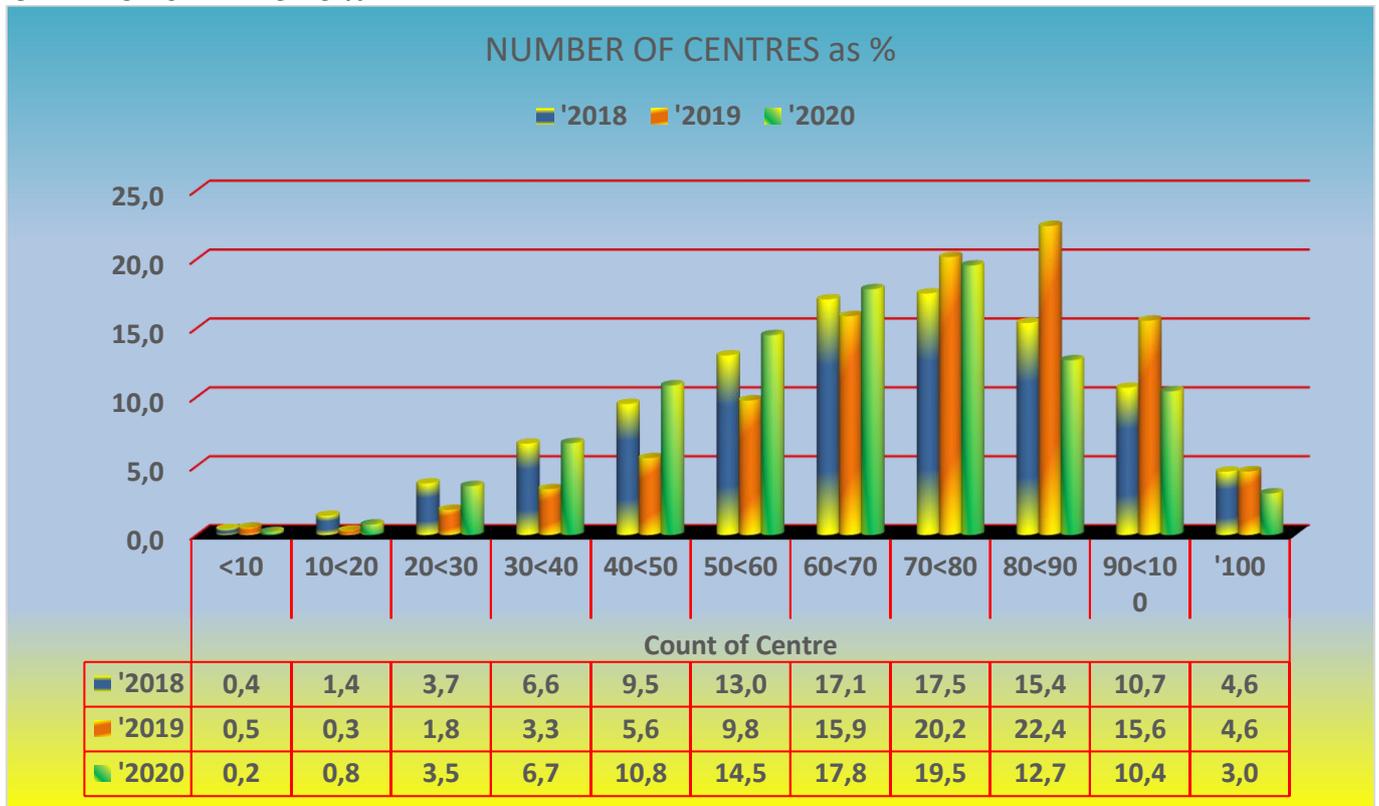
Quintile	Values	Learners			Learners as %		
		Year					
		'2018	'2019	'2020	'2018	'2019	'2020
'1	CENTRES	203	202	205			
	ACHIEVED	10 989	11 555	11 917	69.4	75.3	64.9
	WROTE	15 836	15 345	18 349			
'2	CENTRES	195	192	191			
	ACHIEVED	8 812	9 156	8 875	67.6	75.0	65.6
	WROTE	13 040	12 202	13 529			
'3	CENTRES	390	391	392			
	ACHIEVED	16 731	17 647	18 693	66.2	73.8	64.4
	WROTE	25 265	23 928	29 046			
'4	CENTRES	41	41	42			
	ACHIEVED	2 599	2 695	2 737	81.7	82.7	78.0
	WROTE	3 183	3 260	3 509			
'5	CENTRES	51	49	50			
	ACHIEVED	5 175	5 111	5 263	92.8	92.2	92.2
	WROTE	5 577	5 544	5 708			
'99	CENTRES	58	59	62			
	ACHIEVED	2 087	2 167	2 206	73.7	74.2	79.2
	WROTE	2 832	2 919	2 785			

Notes

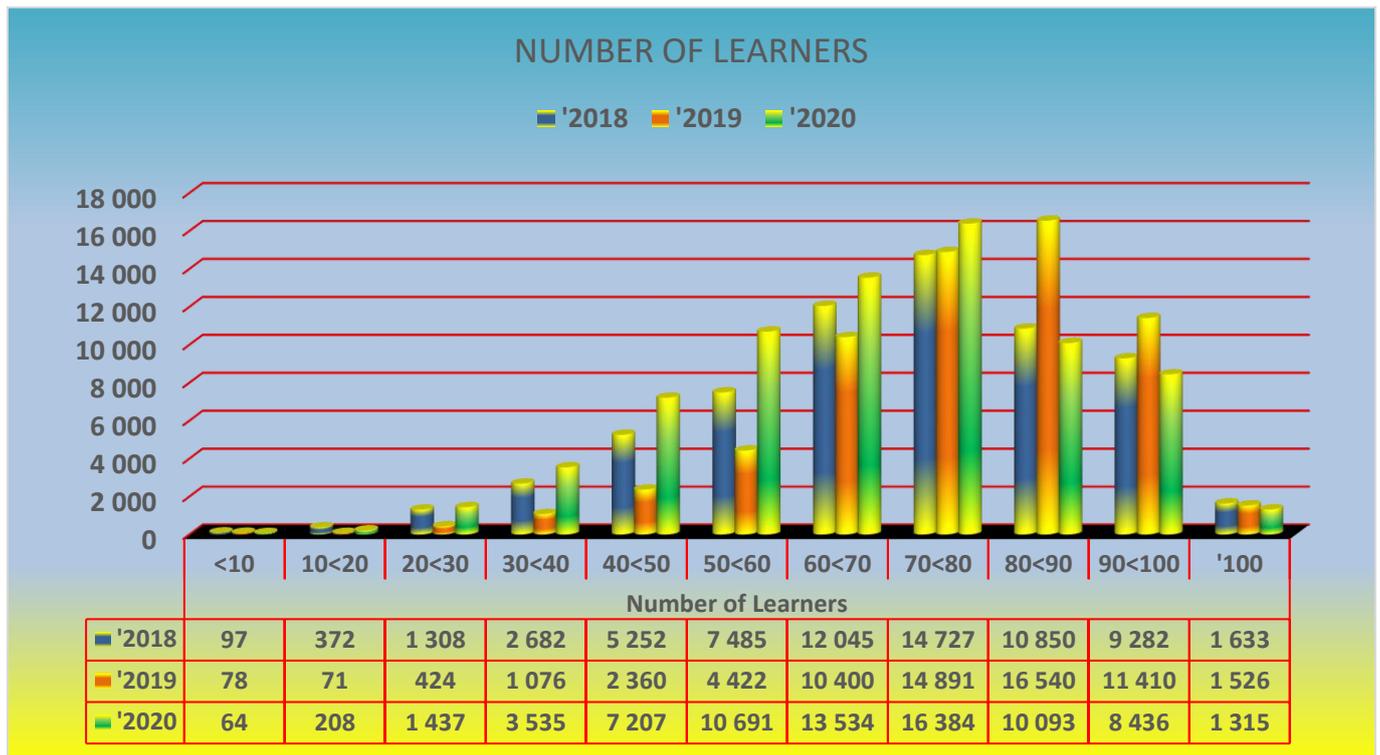
**PASS RATE PER CATEGORY
NUMBER OF CENTRES**



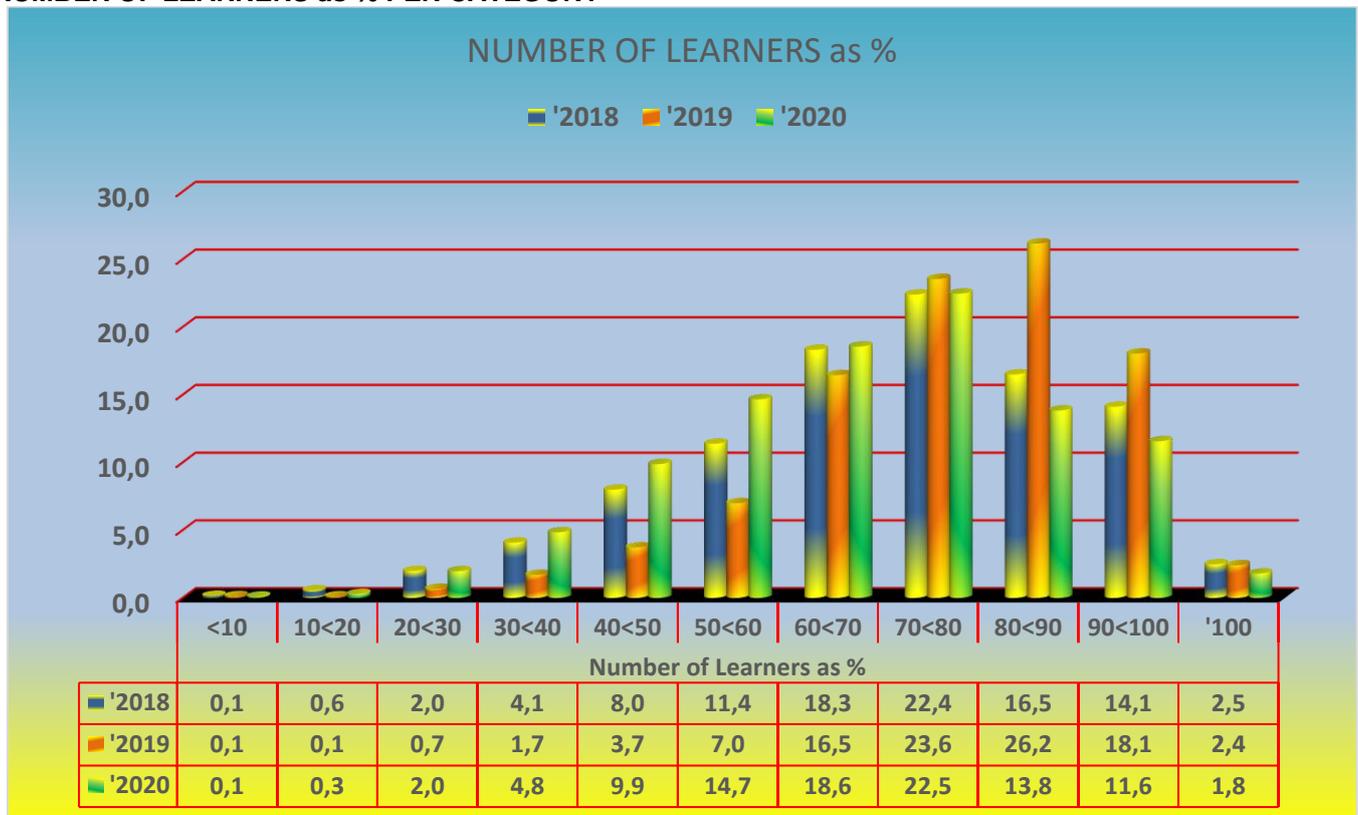
NUMBER OF CENTRES AS %



NUMBER OF LEARNERS PER CATEGORY



NUMBER OF LEARNERS as % PER CATEGORY



SUBJECT, ANALYSIS FOR PROVINCE
SUBJECTS EXCLUDING HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Accounting	Wrote	11 618	10 365	11 635	72.8	80.7	72.3	-8.5
	Passed	8 460	8 367	8 408				
Afrikaans 1st Additional	Wrote	6 341	6 195	6 208	95.8	97.0	95.0	-2.0
	Passed	6 073	6 008	5 895				
Afrikaans 2nd Additional	Wrote	201	123	218	97.0	95.9	85.3	-10.6
	Passed	195	118	186				
Agricultural Management Practices	Wrote	337	546	604	94.1	91.0	90.6	-0.5
	Passed	317	497	547				
Agricultural Sciences	Wrote	20 434	19 621	20 498	74.7	80.9	76.5	-4.4
	Passed	15 254	15 875	15 689				
Agricultural Technology	Wrote	16	31	24	93.8	100.0	91.7	-8.3
	Passed	15	31	22				
Arabic 2nd Additional	Wrote	19	13	15	100.0	100.0	100.0	
	Passed	19	13	15				
Business Studies	Wrote	20 976	20 102	21 950	60.1	68.1	77.8	9.7
	Passed	12 615	13 695	17 087				
Civil Technology (Civil Services)	Wrote	10	30	33	100.0	93.3	87.9	-5.5
	Passed	10	28	29				
Civil Technology (Construction)	Wrote	555	480	635	96.9	99.2	94.8	-4.4
	Passed	538	476	602				
Civil Technology (Woodworking)	Wrote	283	316	315	98.2	99.4	89.8	-9.5
	Passed	278	314	283				
Computer Applications Technology	Wrote	3 455	3 461	3 636	87.5	91.5	91.0	-0.5
	Passed	3 024	3 166	3 309				
Consumer Studies	Wrote	4 070	3 924	3 978	96.6	95.4	94.6	-0.8
	Passed	3 932	3 745	3 764				
Dance Studies	Wrote	29	25	33	100.0	100.0	100.0	
	Passed	29	25	33				
Design	Wrote	104	110	76	99.0	96.4	97.4	1.0
	Passed	103	106	74				
Dramatic Arts	Wrote	384	373	471	99.7	100.0	96.0	-4.0
	Passed	383	373	452				
Economics	Wrote	14 727	14 013	14 875	69.6	73.1	70.1	-3.0
	Passed	10 255	10 248	10 433				
Electrical Technology (Digital Systems)	Wrote	50	15	12	74.0	100.0	100.0	
	Passed	37	15	12				
Electrical Technology (Electronics)	Wrote	81	88	117	98.8	98.9	94.9	-4.0
	Passed	80	87	111				
Electrical Technology (Power Systems)	Wrote	660	647	700	89.5	95.7	92.3	-3.4
	Passed	591	619	646				
Electrical Technology (Specialisation)	Wrote							
	Passed							

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Engineering Graphics & Design	Wrote	2 965	2 892	3 211				
	Passed	2 757	2 737	2 924	93.0	94.6	91.1	-3.6
English 1st Additional	Wrote	70 783	67 569	65 107				
	Passed	68 318	65 173	64 119	96.5	96.5	98.5	2.0
French 2nd Additional	Wrote	13	8	4				
	Passed	13	8	4	100.0	100.0	100.0	
Geography	Wrote	29 046	28 256	30 538				
	Passed	20 705	22 830	21 069	71.3	80.8	69.0	-11.8
German 2nd Additional	Wrote	1						
	Passed	1			100.0			
History	Wrote	21 026	21 419	22 666				
	Passed	17 783	18 673	19 933	84.6	87.2	87.9	0.8
Hospitality Studies	Wrote	577	436	466				
	Passed	547	427	427	94.8	97.9	91.6	-6.3
Information Technology	Wrote	264	265	271				
	Passed	241	236	231	91.3	89.1	85.2	-3.8
Isixhosa 1st Additional	Wrote	1 565	1 656	1 667				
	Passed	1 564	1 655	1 665	99.9	99.9	99.9	-0.1
Life Orientation	Wrote	81 820	78 832	74 006				
	Passed	81 494	78 685	73 476	99.6	99.8	99.3	-0.5
Life Sciences	Wrote	44 153	41 336	43 678				
	Passed	32 262	29 417	30 039	73.1	71.2	68.8	-2.4
Maritime Economics	Wrote	28	26	31				
	Passed	28	26	30	100.0	100.0	96.8	-3.2
Mathematical Literacy	Wrote	30 031	28 851	33 223				
	Passed	19 345	21 915	24 473	64.4	76.0	73.7	-2.3
Mathematics	Wrote	36 449	35 270	38 717				
	Passed	16 576	14 747	15 356	45.5	41.8	39.7	-2.1
Mechanical Technology (Automotive)	Wrote	310	335	351				
	Passed	282	310	311	91.0	92.5	88.6	-3.9
Mechanical Technology (Fitting & Machine)	Wrote	201	172	216				
	Passed	197	167	210	98.0	97.1	97.2	0.1
Mechanical Technology (Welding & Metal)	Wrote	201	162	134				
	Passed	191	125	120	95.0	77.2	89.6	12.4
Music	Wrote	294	422	544				
	Passed	292	421	539	99.3	99.8	99.1	-0.7
Nautical Science	Wrote	28	26	17				
	Passed	16	6	14	57.1	23.1	82.4	59.3
Physical Sciences	Wrote	24 939	23 703	25 870				
	Passed	16 582	16 660	14 393	66.5	70.3	55.6	-14.7
Religion Studies	Wrote	844	743	628				
	Passed	763	699	523	90.4	94.1	83.3	-10.8
Spanish 2nd Additional	Wrote	1						
	Passed	1			100.0			

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Technical Mathematics	Wrote	1 403	1 432	1 807	41.6	38.5	26.3	-12.2
	Passed	584	551	475				
Technical Sciences	Wrote	1 447	1 645	1 892	86.7	83.6	77.8	-5.8
	Passed	1 255	1 375	1 472				
Tourism	Wrote	14 387	14 752	15 647	96.0	97.1	97.1	0.0
	Passed	13 805	14 324	15 186				
Visual Arts	Wrote	313	336	318	96.5	95.2	97.8	2.6
	Passed	302	320	311				

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Afrikaans Home	Wrote	4 306	4 075	3 695	81.9	82.1	83.6	1.5
	Passed	3 527	3 347	3 090				
English Home	Wrote	8 560	8 533	8 505	92.4	90.2	93.0	2.8
	Passed	7 906	7 696	7 912				
Isixhosa Home	Wrote	65 617	62 713	60 444	99.7	99.8	99.7	-0.1
	Passed	65 428	62 587	60 261				
Isizulu Home	Wrote	6	6	3	100.0	83.3	100.0	16.7
	Passed	6	5	3				
Sesotho Home	Wrote	1 660	1 639	1 626	99.3	99.8	99.8	-0.1
	Passed	1 648	1 636	1 622				
South African Sign Home	Wrote	13	6	12	84.6	100.0	91.7	-8.3
	Passed	11	6	11				

Notes

SUBJECT ANALYSIS: CLUSTER A
SUBJECTS EXCLUDING HOME LANGUAGES (CLUSTER A)

		Year							Difference 2020-2019
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020		
Accounting	Wrote	5 856	5 682	6 390					
	Passed	4 349	4 602	4 578	74.3	81.0	71.6	-9.3	
Afrikaans 1st Additional	Wrote	646	557	573					
	Passed	584	532	518	90.4	95.5	90.4	-5.1	
Agricultural Management Practices	Wrote	223	400	448					
	Passed	208	352	409	93.3	88.0	91.3	3.3	
Agricultural Sciences	Wrote	12 480	12 466	13 299					
	Passed	9 630	10 372	10 337	77.2	83.2	77.7	-5.5	
Business Studies	Wrote	8 099	8 093	8 996					
	Passed	5 218	5 946	7 279	64.4	73.5	80.9	7.4	
Civil Technology (Civil Services)	Wrote	10	16	21					
	Passed	10	14	17	100.0	87.5	81.0	-6.5	
Civil Technology (Construction)	Wrote	325	280	395					
	Passed	310	276	370	95.4	98.6	93.7	-4.9	
Civil Technology (Woodworking)	Wrote	141	171	167					
	Passed	136	169	139	96.5	98.8	83.2	-15.6	
Computer Applications Technology	Wrote	720	807	777					
	Passed	637	735	695	88.5	91.1	89.4	-1.6	
Consumer Studies	Wrote	1 302	1 207	1 277					
	Passed	1 203	1 123	1 148	92.4	93.0	89.9	-3.1	
Dance Studies	Wrote	19	23	32					
	Passed	19	23	32	100.0	100.0	100.0		
Design	Wrote	18	10	11					
	Passed	18	10	11	100.0	100.0	100.0		
Dramatic Arts	Wrote	139	158	267					
	Passed	138	158	252	99.3	100.0	94.4	-5.6	
Economics	Wrote	7 674	7 753	8 535					
	Passed	5 744	5 944	6 099	74.9	76.7	71.5	-5.2	
Electrical Technology (Digital Systems)	Wrote	32							
	Passed	19			59.4				
Electrical Technology (Electronics)	Wrote	31	36	48					
	Passed	30	35	44	96.8	97.2	91.7	-5.6	
Electrical Technology (Power Systems)	Wrote	336	321	359					
	Passed	292	301	332	86.9	93.8	92.5	-1.3	
Engineering Graphics & Design	Wrote	1 253	1 216	1 391					
	Passed	1 148	1 123	1 222	91.6	92.4	87.9	-4.5	
English 1st Additional	Wrote	38 922	38 377	37 968					
	Passed	37 454	36 919	37 347	96.2	96.2	98.4	2.2	
Geography	Wrote	16 420	16 388	18 254					
	Passed	11 805	13 366	12 734	71.9	81.6	69.8	-11.8	
History	Wrote	9 114	9 314	9 950					
	Passed	7 610	8 156	8 777	83.5	87.6	88.2	0.6	

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Hospitality Studies	Wrote	142	97	153	91.5	97.9	89.5	-8.4
	Passed	130	95	137				
Information Technology	Wrote	49	57	52	69.4	68.4	57.7	-10.7
	Passed	34	39	30				
Isixhosa 1st Additional	Wrote	62	81	73	100.0	100.0	100.0	
	Passed	62	81	73				
Life Orientation	Wrote	41 000	40 759	38 904	99.8	99.9	99.8	-0.1
	Passed	40 927	40 724	38 843				
Life Sciences	Wrote	23 817	23 126	25 210	74.6	73.0	69.5	-3.5
	Passed	17 757	16 888	17 522				
Mathematical Literacy	Wrote	10 845	10 528	12 596	60.4	72.8	69.0	-3.8
	Passed	6 550	7 663	8 687				
Mathematics	Wrote	21 466	21 848	25 207	43.4	38.8	35.3	-3.5
	Passed	9 307	8 473	8 892				
Mechanical Technology (Automotive)	Wrote	135	134	131	88.9	93.3	88.5	-4.7
	Passed	120	125	116				
Mechanical Technology (Fitting & Machine)	Wrote	42	47	59	95.2	100.0	98.3	-1.7
	Passed	40	47	58				
Mechanical Technology (Welding & Metal)	Wrote	99	69	59	94.9	78.3	91.5	13.3
	Passed	94	54	54				
Music	Wrote	68	150	231	100.0	100.0	100.0	
	Passed	68	150	231				
Physical Sciences	Wrote	14 745	14 784	16 777	66.6	69.5	53.5	-15.9
	Passed	9 817	10 272	8 982				
Religion Studies	Wrote	255	234	117	98.4	98.3	90.6	-7.7
	Passed	251	230	106				
Technical Mathematics	Wrote	673	718	942	45.0	40.7	29.4	-11.3
	Passed	303	292	277				
Technical Sciences	Wrote	672	799	936	81.8	83.5	78.0	-5.5
	Passed	550	667	730				
Tourism	Wrote	4 725	5 374	5 892	97.4	97.1	97.6	0.5
	Passed	4 600	5 219	5 751				
Visual Arts	Wrote	26	32	40	100.0	96.9	97.5	0.6
	Passed	26	31	39				

Notes

SUBJECTS EXCLUDING HOME LANGUAGES (CLUSTER B)

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Accounting	Wrote	5 762	4 683	5 245	71.3	80.4	73.0	-7.4
	Passed	4 111	3 765	3 830				
Afrikaans 1st Additional	Wrote	5 695	5 638	5 635	96.4	97.1	95.4	-1.7
	Passed	5 489	5 476	5 377				
Afrikaans 2nd Additional	Wrote	201	123	218	97.0	95.9	85.3	-10.6
	Passed	195	118	186				
Agricultural Management Practices	Wrote	114	146	156	95.6	99.3	88.5	-10.9
	Passed	109	145	138				
Agricultural Sciences	Wrote	7 954	7 155	7 199	70.7	76.9	74.3	-2.6
	Passed	5 624	5 503	5 352				
Agricultural Technology	Wrote	16	31	24	93.8	100.0	91.7	-8.3
	Passed	15	31	22				
Arabic 2nd Additional	Wrote	19	13	15	100.0	100.0	100.0	
	Passed	19	13	15				
Business Studies	Wrote	12 877	12 009	12 954	57.4	64.5	75.7	11.2
	Passed	7 397	7 749	9 808				
Civil Technology (Civil Services)	Wrote		14	12		100.0	100.0	
	Passed		14	12				
Civil Technology (Construction)	Wrote	230	200	240	99.1	100.0	96.7	-3.3
	Passed	228	200	232				
Civil Technology (Woodworking)	Wrote	142	145	148	100.0	100.0	97.3	-2.7
	Passed	142	145	144				
Computer Applications Technology	Wrote	2 735	2 654	2 859	87.3	91.6	91.4	-0.2
	Passed	2 387	2 431	2 614				
Consumer Studies	Wrote	2 768	2 717	2 701	98.6	96.5	96.9	0.3
	Passed	2 729	2 622	2 616				
Dance Studies	Wrote	10	2	1	100.0	100.0	100.0	
	Passed	10	2	1				
Design	Wrote	86	100	65	98.8	96.0	96.9	0.9
	Passed	85	96	63				
Dramatic Arts	Wrote	245	215	204	100.0	100.0	98.0	-2.0
	Passed	245	215	200				
Economics	Wrote	7 053	6 260	6 340	64.0	68.8	68.4	-0.4
	Passed	4 511	4 304	4 334				
Electrical Technology (Digital Systems)	Wrote	18	15	12	100.0	100.0	100.0	
	Passed	18	15	12				
Electrical Technology (Electronics)	Wrote	50	52	69	100.0	100.0	97.1	-2.9
	Passed	50	52	67				
Electrical Technology (Power Systems)	Wrote	324	326	341	92.3	97.5	92.1	-5.5
	Passed	299	318	314				
Electrical Technology (Specialisation)	Wrote							
	Passed							

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Engineering Graphics & Design	Wrote	1 712	1 676	1 820	94.0	96.3	93.5	-2.8
	Passed	1 609	1 614	1 702				
English 1st Additional	Wrote	31 861	29 192	27 139	96.9	96.8	98.6	1.9
	Passed	30 864	28 254	26 772				
French 2nd Additional	Wrote	13	8	4	100.0	100.0	100.0	
	Passed	13	8	4				
Geography	Wrote	12 626	11 868	12 284	70.5	79.7	67.9	-11.9
	Passed	8 900	9 464	8 335				
German 2nd Additional	Wrote	1			100.0			
	Passed	1						
History	Wrote	11 912	12 105	12 716	85.4	86.9	87.7	0.9
	Passed	10 173	10 517	11 156				
Hospitality Studies	Wrote	435	339	313	95.9	97.9	92.7	-5.3
	Passed	417	332	290				
Information Technology	Wrote	215	208	219	96.3	94.7	91.8	-2.9
	Passed	207	197	201				
Isixhosa 1st Additional	Wrote	1 503	1 575	1 594	99.9	99.9	99.9	-0.1
	Passed	1 502	1 574	1 592				
Life Orientation	Wrote	40 820	38 073	35 102	99.4	99.7	98.7	-1.0
	Passed	40 567	37 961	34 633				
Life Sciences	Wrote	20 336	18 210	18 468	71.3	68.8	67.8	-1.0
	Passed	14 505	12 529	12 517				
Maritime Economics	Wrote	28	26	31	100.0	100.0	96.8	-3.2
	Passed	28	26	30				
Mathematical Literacy	Wrote	19 186	18 323	20 627	66.7	77.8	76.5	-1.3
	Passed	12 795	14 252	15 786				
Mathematics	Wrote	14 983	13 422	13 510	48.5	46.7	47.8	1.1
	Passed	7 269	6 274	6 464				
Mechanical Technology (Automotive)	Wrote	175	201	220	92.6	92.0	88.6	-3.4
	Passed	162	185	195				
Mechanical Technology (Fitting & Machine)	Wrote	159	125	157	98.7	96.0	96.8	0.8
	Passed	157	120	152				
Mechanical Technology (Welding & Metal)	Wrote	102	93	75	95.1	76.3	88.0	11.7
	Passed	97	71	66				
Music	Wrote	226	272	313	99.1	99.6	98.4	-1.2
	Passed	224	271	308				
Nautical Science	Wrote	28	26	17	57.1	23.1	82.4	59.3
	Passed	16	6	14				
Physical Sciences	Wrote	10 194	8 919	9 093	66.4	71.6	59.5	-12.1
	Passed	6 765	6 388	5 411				
Religion Studies	Wrote	589	509	511	86.9	92.1	81.6	-10.5
	Passed	512	469	417				
	Passed	8	6	5				

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Spanish 2nd Additional	Wrote	1			100.0			
	Passed	1						
Technical Mathematics	Wrote	730	714	865	38.5	36.3	22.9	-13.4
	Passed	281	259	198				
Technical Sciences	Wrote	775	846	956	91.0	83.7	77.6	-6.1
	Passed	705	708	742				
Tourism	Wrote	9 662	9 378	9 755	95.3	97.1	96.7	-0.4
	Passed	9 205	9 105	9 435				
Visual Arts	Wrote	287	304	278	96.2	95.1	97.8	2.8
	Passed	276	289	272				

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Afrikaans Home	Wrote	4 167	3 980	3 577	82.0	81.9	83.4	1.5
	Passed	3 415	3 259	2 983				
English Home	Wrote	7 793	7 807	7 790	92.5	90.1	93.2	3.1
	Passed	7 211	7 036	7 261				
Isixhosa Home	Wrote	28 301	25 895	24 127	99.7	99.7	99.6	-0.1
	Passed	28 210	25 822	24 027				
Sesotho Home	Wrote	9	3	9	100.0	100.0	100.0	
	Passed	9	3	9				
South African Sign Home	Wrote	10	6	6	80.0	100.0	83.3	-16.7
	Passed	8	6	5				

Notes

ALFRED NZO EAST

		Year							Difference 2020-2019
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020		
Accounting	Wrote	743	698	766					
	Passed	537	572	545	72.3	81.9	71.1	-10.8	
Agricultural Sciences	Wrote	1 280	1 388	1 438					
	Passed	1 125	1 154	1 231	87.9	83.1	85.6	2.5	
Business Studies	Wrote	980	1 083	1 227					
	Passed	640	761	959	65.3	70.3	78.2	7.9	
Civil Technology (Construction)	Wrote	96	84	116					
	Passed	94	84	108	97.9	100.0	93.1	-6.9	
Computer Applications Technology	Wrote	40	58	43					
	Passed	36	50	35	90.0	86.2	81.4	-4.8	
Consumer Studies	Wrote	133	170	194					
	Passed	126	164	170	94.7	96.5	87.6	-8.8	
Dramatic Arts	Wrote	51	50	47					
	Passed	50	50	45	98.0	100.0	95.7	-4.3	
Economics	Wrote	1 050	992	1 172					
	Passed	753	741	813	71.7	74.7	69.4	-5.3	
Electrical Technology (Power Systems)	Wrote	58	73	91					
	Passed	51	65	80	87.9	89.0	87.9	-1.1	
Engineering Graphics & Design	Wrote	222	218	272					
	Passed	200	190	228	90.1	87.2	83.8	-3.3	
English 1st Additional	Wrote	4 192	4 406	4 460					
	Passed	4 005	4 153	4 365	95.5	94.3	97.9	3.6	
Geography	Wrote	1 602	1 684	1 709					
	Passed	1 068	1 298	1 187	66.7	77.1	69.5	-7.6	
History	Wrote	778	875	1 024					
	Passed	645	781	951	82.9	89.3	92.9	3.6	
Hospitality Studies	Wrote	7	15	22					
	Passed	7	13	17	100.0	86.7	77.3	-9.4	
Isixhosa 1st Additional	Wrote			1					
	Passed			1			100.0	100.0	
Life Orientation	Wrote	4 350	4 569	4 501					
	Passed	4 318	4 563	4 501	99.3	99.9	100.0	0.1	
Life Sciences	Wrote	2 263	2 095	2 214					
	Passed	1 601	1 620	1 723	70.7	77.3	77.8	0.5	
Mathematical Literacy	Wrote	1 314	1 368	1 652					
	Passed	801	1 007	1 147	61.0	73.6	69.4	-4.2	
Mathematics	Wrote	2 165	2 266	2 609					
	Passed	1 146	1 071	1 144	52.9	47.3	43.8	-3.4	
Mechanical Technology (Automotive)	Wrote	35	26	32					
	Passed	30	26	29	85.7	100.0	90.6	-9.4	
Mechanical Technology (Fitting & Machine)	Wrote	16	24	20					
	Passed	15	24	19	93.8	100.0	95.0	-5.0	
Mechanical Technology (Welding & Metal)	Wrote	22	17	15					
	Passed	22	16	15	100.0	94.1	100.0	5.9	

ALFRED NZO WEST

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Accounting	Wrote	1 185	1 274	1 497	75.8	84.0	71.8	-12.2
	Passed	898	1 070	1 075				
Afrikaans 1st Additional	Wrote	142	117	121	87.3	94.0	92.6	-1.5
	Passed	124	110	112				
Agricultural Management Practices	Wrote	114	211	155	95.6	77.7	90.3	12.6
	Passed	109	164	140				
Agricultural Sciences	Wrote	2 848	3 247	3 596	72.9	81.1	75.8	-5.3
	Passed	2 076	2 634	2 726				
Business Studies	Wrote	1 398	1 535	1 847	73.4	82.5	83.2	0.6
	Passed	1 026	1 267	1 536				
Civil Technology (Construction)	Wrote	47	54	59	100.0	100.0	100.0	
	Passed	47	54	59				
Civil Technology (Woodworking)	Wrote	2		4	100.0		100.0	100.0
	Passed	2		4				
Computer Applications Technology	Wrote	184	228	186	93.5	97.4	96.2	-1.1
	Passed	172	222	179				
Consumer Studies	Wrote	270	290	287	98.9	99.7	99.3	-0.4
	Passed	267	289	285				
Economics	Wrote	1 631	1 879	2 030	75.5	79.1	75.4	-3.7
	Passed	1 232	1 486	1 531				
Electrical Technology (Power Systems)	Wrote	63	57	43	93.7	98.2	100.0	1.8
	Passed	59	56	43				
Engineering Graphics & Design	Wrote	195	214	225	96.9	95.8	93.8	-2.0
	Passed	189	205	211				
English 1st Additional	Wrote	7 363	7 831	7 875	97.6	96.6	98.7	2.1
	Passed	7 183	7 564	7 775				
Geography	Wrote	2 739	2 963	3 444	73.6	82.5	70.2	-12.3
	Passed	2 017	2 443	2 417				
History	Wrote	1 881	2 167	2 232	90.2	88.3	89.3	1.1
	Passed	1 697	1 913	1 994				
Isixhosa 1st Additional	Wrote	50	75	71	100.0	100.0	100.0	
	Passed	50	75	71				
Life Orientation	Wrote	7 791	8 359	8 107	99.9	100.0	99.8	-0.1
	Passed	7 786	8 355	8 094				
Life Sciences	Wrote	4 342	4 662	5 381	74.2	69.5	66.8	-2.8
	Passed	3 222	3 242	3 593				
Mathematical Literacy	Wrote	2 226	2 316	2 593	61.5	69.7	68.9	-0.9
	Passed	1 368	1 615	1 786				
Mathematics	Wrote	3 963	4 489	5 404	38.3	30.9	30.1	-0.9
	Passed	1 516	1 389	1 626				
Mechanical Technology (Automotive)	Wrote	7	6	6	85.7	100.0	83.3	-16.7
	Passed	6	6	5				
Mechanical Technology (Fitting & Machine)	Wrote	9	16	23	100.0	100.0	100.0	
	Passed	9	16	23				

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Mechanical Technology (Welding & Metal)	Wrote	1	10	8	100.0	90.0	100.0	10.0
	Passed	1	9	8				
Music	Wrote	15	16	23	100.0	100.0	100.0	
	Passed	15	16	23				
Physical Sciences	Wrote	2 790	2 932	3 475	63.8	64.3	51.6	-12.8
	Passed	1 780	1 886	1 792				
Technical Mathematics	Wrote	58	70	83	20.7	47.1	30.1	-17.0
	Passed	12	33	25				
Technical Sciences	Wrote	58	74	83	79.3	98.6	84.3	-14.3
	Passed	46	73	70				
Tourism	Wrote	1 413	1 514	1 813	98.5	99.3	99.0	-0.3
	Passed	1 392	1 504	1 795				
Visual Arts	Wrote		7	9		100.0	100.0	
	Passed		7	9				

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Afrikaans Home	Wrote	3		4	100.0		75.0	75.0
	Passed	3		3				
English Home	Wrote	191	192	192	91.6	91.7	92.2	0.5
	Passed	175	176	177				
Isixhosa Home	Wrote	6 560	7 096	7 057	99.7	99.9	99.8	-0.1
	Passed	6 538	7 090	7 043				
Isizulu Home	Wrote	6	6	3	100.0	83.3	100.0	16.7
	Passed	6	5	3				
Sesotho Home	Wrote	819	773	802	99.8	100.0	99.9	-0.1
	Passed	817	773	801				
South African Sign Home	Wrote			4			100.0	100.0
	Passed			4				

Notes

AMATHOLE EAST

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Accounting	Wrote	1 495	1 341	1 252				
	Passed	1 092	1 093	890	73.0	81.5	71.1	-10.4
Afrikaans 1st Additional	Wrote	46	36	26				
	Passed	45	35	23	97.8	97.2	88.5	-8.8
Agricultural Management Practices	Wrote	24	20	27				
	Passed	22	20	25	91.7	100.0	92.6	-7.4
Agricultural Sciences	Wrote	3 048	2 540	2 528				
	Passed	2 392	2 150	2 056	78.5	84.6	81.3	-3.3
Business Studies	Wrote	1 977	1 706	1 586				
	Passed	1 226	1 272	1 381	62.0	74.6	87.1	12.5
Civil Technology (Construction)	Wrote	84	76	83				
	Passed	84	76	76	100.0	100.0	91.6	-8.4
Civil Technology (Woodworking)	Wrote	25	38	38				
	Passed	25	38	36	100.0	100.0	94.7	-5.3
Computer Applications Technology	Wrote	183	129	131				
	Passed	80	102	124	43.7	79.1	94.7	15.6
Consumer Studies	Wrote	307	218	183				
	Passed	299	212	183	97.4	97.2	100.0	2.8
Design	Wrote	8	6					
	Passed	7	6		87.5	100.0		-100.0
Economics	Wrote	2 214	1 953	1 850				
	Passed	1 537	1 538	1 383	69.4	78.8	74.8	-4.0
Electrical Technology (Power Systems)	Wrote	107	110	129				
	Passed	101	108	117	94.4	98.2	90.7	-7.5
Engineering Graphics & Design	Wrote	274	266	305				
	Passed	270	261	266	98.5	98.1	87.2	-10.9
English 1st Additional	Wrote	8 254	7 177	6 379				
	Passed	7 835	6 791	6 243	94.9	94.6	97.9	3.2
Geography	Wrote	2 395	2 254	2 104				
	Passed	1 737	1 895	1 646	72.5	84.1	78.2	-5.8
History	Wrote	2 010	1 842	1 659				
	Passed	1 670	1 589	1 478	83.1	86.3	89.1	2.8
Information Technology	Wrote	30	28	24				
	Passed	27	28	20	90.0	100.0	83.3	-16.7
Isixhosa 1st Additional	Wrote	139	108	37				
	Passed	139	108	37	100.0	100.0	100.0	
Life Orientation	Wrote	8 936	7 833	6 664				
	Passed	8 934	7 832	6 664	100.0	100.0	100.0	0.0
Life Sciences	Wrote	5 221	4 506	4 416				
	Passed	3 864	3 405	3 269	74.0	75.6	74.0	-1.5
Mathematical Literacy	Wrote	2 247	1 965	1 920				
	Passed	1 198	1 373	1 395	53.3	69.9	72.7	2.8
Mathematics	Wrote	4 815	4 263	4 420				

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
	Passed	1 821	1 560	1 617	37.8	36.6	36.6	0.0
Mechanical Technology (Automotive)	Wrote	38	33	50				
	Passed	30	29	35	78.9	87.9	70.0	-17.9
Mechanical Technology (Welding & Metal)	Wrote	9	8	5				
	Passed	9	8	5	100.0	100.0	100.0	
Music	Wrote	52	120	98				
	Passed	52	120	98	100.0	100.0	100.0	
Physical Sciences	Wrote	3 310	2 774	2 925				
	Passed	2 085	1 977	1 494	63.0	71.3	51.1	-20.2
Technical Mathematics	Wrote	174	161	232				
	Passed	84	70	46	48.3	43.5	19.8	-23.7
Technical Sciences	Wrote	176	180	224				
	Passed	155	158	167	88.1	87.8	74.6	-13.2
Tourism	Wrote	788	649	576				
	Passed	754	635	561	95.7	97.8	97.4	-0.4
Visual Arts	Wrote	37	43	36				
	Passed	30	38	36	81.1	88.4	100.0	11.6

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
English Home	Wrote	315	274	184				
	Passed	264	232	163	83.8	84.7	88.6	3.9
Isixhosa Home	Wrote	8 406	7 354	6 558				
	Passed	8 383	7 336	6 535	99.7	99.8	99.6	-0.1

Notes

AMATHOLE WEST

		Year							Difference 2020-2019
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020		
Accounting	Wrote	359	263	289					
	Passed	201	189	200	56.0	71.9	69.2	-2.7	
Afrikaans 1st Additional	Wrote	196	165	168					
	Passed	181	156	154	92.3	94.5	91.7	-2.9	
Agricultural Management Practices	Wrote	37	19	25					
	Passed	36	19	25	97.3	100.0	100.0		
Agricultural Sciences	Wrote	2 126	1 867	1 765					
	Passed	1 329	1 291	1 225	62.5	69.1	69.4	0.3	
Agricultural Technology	Wrote	7	15	8					
	Passed	7	15	6	100.0	100.0	75.0	-25.0	
Business Studies	Wrote	904	705	779					
	Passed	440	399	603	48.7	56.6	77.4	20.8	
Civil Technology (Construction)	Wrote	10	7	10					
	Passed	10	7	10	100.0	100.0	100.0		
Civil Technology (Woodworking)	Wrote	19	24	11					
	Passed	19	24	10	100.0	100.0	90.9	-9.1	
Computer Applications Technology	Wrote	65	72	98					
	Passed	51	55	56	78.5	76.4	57.1	-19.2	
Consumer Studies	Wrote	120	116	118					
	Passed	114	103	109	95.0	88.8	92.4	3.6	
Economics	Wrote	705	542	495					
	Passed	393	307	309	55.7	56.6	62.4	5.8	
Electrical Technology (Power Systems)	Wrote	22	20	17					
	Passed	22	20	16	100.0	100.0	94.1	-5.9	
Engineering Graphics & Design	Wrote	77	67	59					
	Passed	75	67	52	97.4	100.0	88.1	-11.9	
English 1st Additional	Wrote	3 715	3 225	2 905					
	Passed	3 565	3 056	2 824	96.0	94.8	97.2	2.5	
Geography	Wrote	1 174	915	865					
	Passed	663	664	503	56.5	72.6	58.2	-14.4	
History	Wrote	1 326	1 171	1 130					
	Passed	1 041	941	960	78.5	80.4	85.0	4.6	
Hospitality Studies	Wrote	71	44	29					
	Passed	67	42	22	94.4	95.5	75.9	-19.6	
Isixhosa 1st Additional	Wrote	59	49	49					
	Passed	59	49	49	100.0	100.0	100.0		
Life Orientation	Wrote	4 174	3 533	3 123					
	Passed	4 078	3 496	3 083	97.7	99.0	98.7	-0.2	
Life Sciences	Wrote	2 412	2 020	1 860					
	Passed	1 441	1 123	1 149	59.7	55.6	61.8	6.2	
Mathematical Literacy	Wrote	2 605	2 161	2 177					
	Passed	1 307	1 447	1 429	50.2	67.0	65.6	-1.3	
Mathematics	Wrote	1 183	961	914					
	Passed	401	240	250	33.9	25.0	27.4	2.4	

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Mechanical Technology (Automotive)	Wrote							
	Passed							
Mechanical Technology (Fitting & Machine)	Wrote	15	7	7				
	Passed	15	7	4	100.0	100.0	57.1	-42.9
Physical Sciences	Wrote	783	616	585				
	Passed	404	321	280	51.6	52.1	47.9	-4.2
Technical Mathematics	Wrote	47	45	40				
	Passed	8	14	9	17.0	31.1	22.5	-8.6
Technical Sciences	Wrote	47	46	40				
	Passed	31	46	27	66.0	100.0	67.5	-32.5
Tourism	Wrote	1 462	1 237	1 192				
	Passed	1 305	1 160	1 138	89.3	93.8	95.5	1.7

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Afrikaans Home	Wrote	122	90	84				
	Passed	53	63	48	43.4	70.0	57.1	-12.9
English Home	Wrote	255	215	217				
	Passed	228	197	202	89.4	91.6	93.1	1.5
Isixhosa Home	Wrote	3 585	3 167	2 822				
	Passed	3 567	3 154	2 802	99.5	99.6	99.3	-0.3

Notes

BUFFALO CITY

		Year							Difference 2020-2019
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020		
Accounting	Wrote	1 630	1 286	1 499					
	Passed	1 142	1 007	1 086	70.1	78.3	72.4	-5.9	
Afrikaans 1st Additional	Wrote	1 860	1 674	1 637					
	Passed	1 775	1 622	1 556	95.4	96.9	95.1	-1.8	
Agricultural Management Practices	Wrote	15	12						
	Passed	13	11		86.7	91.7		-91.7	
Agricultural Sciences	Wrote	1 160	1 289	1 393					
	Passed	756	957	913	65.2	74.2	65.5	-8.7	
Business Studies	Wrote	3 210	2 829	2 947					
	Passed	1 960	1 999	2 387	61.1	70.7	81.0	10.3	
Civil Technology (Civil Services)	Wrote								
	Passed								
Civil Technology (Construction)	Wrote	24	10	26					
	Passed	23	10	26	95.8	100.0	100.0		
Civil Technology (Woodworking)	Wrote	49	47	52					
	Passed	49	47	51	100.0	100.0	98.1	-1.9	
Computer Applications Technology	Wrote	576	532	555					
	Passed	489	472	524	84.9	88.7	94.4	5.7	
Consumer Studies	Wrote	733	742	657					
	Passed	728	734	646	99.3	98.9	98.3	-0.6	
Design	Wrote	6	8	12					
	Passed	6	6	12	100.0	75.0	100.0	25.0	
Dramatic Arts	Wrote	94	93	97					
	Passed	94	93	94	100.0	100.0	96.9	-3.1	
Economics	Wrote	1 698	1 573	1 659					
	Passed	1 165	1 088	1 179	68.6	69.2	71.1	1.9	
Electrical Technology (Electronics)	Wrote	18	19	21					
	Passed	18	19	21	100.0	100.0	100.0		
Electrical Technology (Power Systems)	Wrote	56	60	57					
	Passed	56	60	57	100.0	100.0	100.0		
Engineering Graphics & Design	Wrote	424	387	456					
	Passed	368	365	436	86.8	94.3	95.6	1.3	
English 1st Additional	Wrote	6 430	5 977	5 855					
	Passed	6 260	5 846	5 793	97.4	97.8	98.9	1.1	
French 2nd Additional	Wrote	1							
	Passed	1			100.0				
Geography	Wrote	3 209	3 020	3 275					
	Passed	2 347	2 458	2 220	73.1	81.4	67.8	-13.6	
History	Wrote	3 054	3 095	3 403					
	Passed	2 660	2 725	3 023	87.1	88.0	88.8	0.8	
Hospitality Studies	Wrote	118	86	87					
	Passed	112	86	81	94.9	100.0	93.1	-6.9	
Information Technology	Wrote	53	45	63					
	Passed	51	45	60	96.2	100.0	95.2	-4.8	

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Isixhosa 1st Additional	Wrote	566	648	713				
	Passed	565	648	712	99.8	100.0	99.9	-0.1
Life Orientation	Wrote	9 272	8 730	8 398				
	Passed	9 198	8 707	8 353	99.2	99.7	99.5	-0.3
Life Sciences	Wrote	4 365	4 002	4 165				
	Passed	3 177	2 754	2 847	72.8	68.8	68.4	-0.5
Maritime Economics	Wrote	28	26	31				
	Passed	28	26	30	100.0	100.0	96.8	-3.2
Mathematical Literacy	Wrote	4 438	4 383	5 131				
	Passed	3 199	3 496	4 099	72.1	79.8	79.9	0.1
Mathematics	Wrote	3 569	3 140	3 085				
	Passed	1 925	1 649	1 712	53.9	52.5	55.5	3.0
Mechanical Technology (Automotive)	Wrote	29	44	46				
	Passed	29	44	46	100.0	100.0	100.0	
Mechanical Technology (Fitting & Machine)	Wrote	86	62	84				
	Passed	84	59	82	97.7	95.2	97.6	2.5
Mechanical Technology (Welding & Metal)	Wrote	8	6	2				
	Passed	8	6	2	100.0	100.0	100.0	
Music	Wrote	37	44	45				
	Passed	37	44	44	100.0	100.0	97.8	-2.2
Nautical Science	Wrote	28	26	17				
	Passed	16	6	14	57.1	23.1	82.4	59.3
Physical Sciences	Wrote	2 342	2 160	2 204				
	Passed	1 624	1 555	1 423	69.3	72.0	64.6	-7.4
South African Sign Home	Wrote	10	6	3				
	Passed	8	6	3	80.0	100.0	100.0	
Technical Mathematics	Wrote	159	130	165				
	Passed	92	72	66	57.9	55.4	40.0	-15.4
Technical Sciences	Wrote	167	153	164				
	Passed	159	134	148	95.2	87.6	90.2	2.7
Tourism	Wrote	2 117	2 079	2 104				
	Passed	2 040	2 044	2 020	96.4	98.3	96.0	-2.3
Visual Arts	Wrote	55	50	55				
	Passed	52	50	52	94.5	100.0	94.5	-5.5

Notes

CHRIS HANI EAST

		Year							Difference 2020-2019
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020		
Accounting	Wrote	741	628	632					
	Passed	553	447	485	74.6	71.2	76.7	5.6	
Afrikaans 1st Additional	Wrote	25	19	23					
	Passed	19	15	18	76.0	78.9	78.3	-0.7	
Agricultural Management Practices	Wrote	72	127	181					
	Passed	63	126	169	87.5	99.2	93.4	-5.8	
Agricultural Sciences	Wrote	1 810	1 624	1 786					
	Passed	1 269	1 281	1 312	70.1	78.9	73.5	-5.4	
Business Studies	Wrote	977	850	822					
	Passed	566	631	689	57.9	74.2	83.8	9.6	
Civil Technology (Construction)	Wrote	4	5	12					
	Passed	4	5	12	100.0	100.0	100.0		
Civil Technology (Woodworking)	Wrote	17	32	31					
	Passed	17	32	28	100.0	100.0	90.3	-9.7	
Computer Applications Technology	Wrote	99	137	158					
	Passed	95	116	147	96.0	84.7	93.0	8.4	
Consumer Studies	Wrote	172	159	113					
	Passed	163	143	101	94.8	89.9	89.4	-0.6	
Dramatic Arts	Wrote	21		44					
	Passed	21		33	100.0		75.0	75.0	
Economics	Wrote	865	763	751					
	Passed	634	582	546	73.3	76.3	72.7	-3.6	
Electrical Technology (Electronics)	Wrote	7							
	Passed	7			100.0				
Electrical Technology (Power Systems)	Wrote	30	31	34					
	Passed	27	31	34	90.0	100.0	100.0		
Engineering Graphics & Design	Wrote	95	117	111					
	Passed	94	111	106	98.9	94.9	95.5	0.6	
English 1st Additional	Wrote	4 622	4 173	4 123					
	Passed	4 451	4 042	4 056	96.3	96.9	98.4	1.5	
Geography	Wrote	1 956	1 823	1 899					
	Passed	1 396	1 516	1 307	71.4	83.2	68.8	-14.3	
History	Wrote	821	702	771					
	Passed	607	601	656	73.9	85.6	85.1	-0.5	
Information Technology	Wrote	20	22	29					
	Passed	13	8	9	65.0	36.4	31.0	-5.3	
Life Orientation	Wrote	4 752	4 459	4 163					
	Passed	4 746	4 451	4 150	99.9	99.8	99.7	-0.1	
Life Sciences	Wrote	3 136	2 895	3 026					
	Passed	2 415	2 153	2 121	77.0	74.4	70.1	-4.3	
Mathematical Literacy	Wrote	976	860	937					
	Passed	547	615	672	56.0	71.5	71.7	0.2	
Mathematics	Wrote	2 965	2 778	3 116					
	Passed	1 368	1 046	1 063	46.1	37.7	34.1	-3.5	

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Mechanical Technology (Automotive)	Wrote	7	20	8	100.0	100.0	100.0	
	Passed	7	20	8				
Physical Sciences	Wrote	1 869	1 762	1 928	68.9	62.0	50.5	-11.6
	Passed	1 287	1 093	973				
Religion Studies	Wrote	52	42	45	100.0	97.6	97.8	0.2
	Passed	52	41	44				
Technical Mathematics	Wrote	43	80	85	39.5	41.3	28.2	-13.0
	Passed	17	33	24				
Technical Sciences	Wrote	43	98	83	95.3	87.8	90.4	2.6
	Passed	41	86	75				
Tourism	Wrote	281	206	229	98.2	98.1	99.6	1.5
	Passed	276	202	228				
Visual Arts	Wrote	5	8	12	100.0	100.0	91.7	-8.3
	Passed	5	8	11				

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Afrikaans Home	Wrote		2	2		50.0	100.0	50.0
	Passed		1	2				
English Home	Wrote	26	18	23	73.1	77.8	95.7	17.9
	Passed	19	14	22				
Isixhosa Home	Wrote	4 637	4 178	4 120	99.7	99.8	99.9	0.0
	Passed	4 625	4 171	4 114				

Notes

CHRIS HANI WEST

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Accounting	Wrote	650	517	656	67.7	76.0	69.2	-6.8
	Passed	440	393	454				
Afrikaans 1st Additional	Wrote	317	417	358	96.2	94.0	94.1	0.1
	Passed	305	392	337				
Afrikaans 2nd Additional	Wrote	50	19	68	100.0	100.0	91.2	-8.8
	Passed	50	19	62				
Agricultural Management Practices	Wrote	38	87	62	100.0	100.0	100.0	
	Passed	38	87	62				
Agricultural Sciences	Wrote	1 335	1 254	1 294	71.6	75.1	76.6	1.5
	Passed	956	942	991				
Agricultural Technology	Wrote	9	16	16	88.9	100.0	100.0	
	Passed	8	16	16				
Business Studies	Wrote	1 895	1 786	1 849	53.6	60.2	74.6	14.4
	Passed	1 016	1 075	1 380				
Civil Technology (Construction)	Wrote	16	17	16	100.0	100.0	100.0	
	Passed	16	17	16				
Civil Technology (Woodworking)	Wrote	10	5	16	100.0	100.0	100.0	
	Passed	10	5	16				
Computer Applications Technology	Wrote	285	260	274	91.9	95.0	91.6	-3.4
	Passed	262	247	251				
Consumer Studies	Wrote	351	268	271	99.1	97.8	97.0	-0.7
	Passed	348	262	263				
Dramatic Arts	Wrote	23	4		100.0	100.0		-
	Passed	23	4					
Economics	Wrote	898	782	866	59.1	62.1	64.5	2.4
	Passed	531	486	559				
Electrical Technology (Power Systems)	Wrote	39	22	28	74.4	95.5	85.7	-9.7
	Passed	29	21	24				
Engineering Graphics & Design	Wrote	149	122	142	86.6	79.5	76.1	-3.5
	Passed	129	97	108				
English 1st Additional	Wrote	4 503	4 230	3 856	97.0	96.0	98.9	2.9
	Passed	4 369	4 061	3 815				
Geography	Wrote	1 968	1 915	1 955	69.7	78.8	69.3	-9.5
	Passed	1 371	1 509	1 355				
History	Wrote	1 394	1 453	1 425	84.9	84.0	89.7	5.7
	Passed	1 183	1 220	1 278				
Hospitality Studies	Wrote	118	111	94	94.1	95.5	93.6	-1.9
	Passed	111	106	88				
Information Technology	Wrote	9	11	6	77.8	81.8	83.3	1.5
	Passed	7	9	5				
Isixhosa 1st Additional	Wrote	306	279	279	100.0	100.0	100.0	
	Passed	306	279	279				

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Life Orientation	Wrote	5 239	4 988	4 517				
	Passed	5 188	4 975	4 378	99.0	99.7	96.9	-2.8
Life Sciences	Wrote	2 523	2 232	2 414				
	Passed	1 804	1 615	1 705	71.5	72.4	70.6	-1.7
Mathematical Literacy	Wrote	2 729	2 532	2 679				
	Passed	1 759	1 924	2 059	64.5	76.0	76.9	0.9
Mathematics	Wrote	1 707	1 640	1 751				
	Passed	871	808	792	51.0	49.3	45.2	-4.0
Mechanical Technology (Automotive)	Wrote	4	16	17				
	Passed	2	12	17	50.0	75.0	100.0	25.0
Mechanical Technology (Fitting & Machine)	Wrote	5	7					
	Passed	5	5		100.0	71.4		-71.4
Mechanical Technology (Welding & Metal)	Wrote	13	2	7				
	Passed	8	2	7	61.5	100.0	100.0	
Physical Sciences	Wrote	1 060	1 020	1 113				
	Passed	762	748	617	71.9	73.3	55.4	-17.9
Religion Studies	Wrote	177	165	162				
	Passed	159	156	156	89.8	94.5	96.3	1.8
Sesotho Home	Wrote	9	3	9				
	Passed	9	3	9	100.0	100.0	100.0	
Technical Mathematics	Wrote	62	41	68				
	Passed	18	13	10	29.0	31.7	14.7	-17.0
Technical Sciences	Wrote	62	43	88				
	Passed	54	37	69	87.1	86.0	78.4	-7.6
Tourism	Wrote	1 001	1 029	887				
	Passed	943	983	869	94.2	95.5	98.0	2.4
Visual Arts	Wrote	19	14	11				
	Passed	19	14	11	100.0	100.0	100.0	

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Afrikaans Home	Wrote	370	367	304				
	Passed	336	313	266	90.8	85.3	87.5	2.2
English Home	Wrote	622	698	639				
	Passed	583	623	602	93.7	89.3	94.2	5.0
Isixhosa Home	Wrote	4 126	3 858	3 546				
	Passed	4 118	3 845	3 539	99.8	99.7	99.8	0.1
Sesotho Home	Wrote	9	3	9				
	Passed	9	3	9	100.0	100.0	100.0	

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Accounting	Wrote	329	344	367				
	Passed	264	295	254	80.2	85.8	69.2	-16.5
Afrikaans 1st Additional	Wrote	285	249	266				
	Passed	263	242	243	92.3	97.2	91.4	-5.8
Agricultural Management Practices	Wrote		9	27				
	Passed		9	27		100.0	100.0	
Agricultural Sciences	Wrote	1 204	1 112	1 088				
	Passed	856	910	855	71.1	81.8	78.6	-3.2
Business Studies	Wrote	889	833	995				
	Passed	541	619	760	60.9	74.3	76.4	2.1
Civil Technology (Construction)	Wrote	22	3	14				
	Passed	22	3	13	100.0	100.0	92.9	-7.1
Civil Technology (Woodworking)	Wrote	33	60	33				
	Passed	32	60	25	97.0	100.0	75.8	-24.2
Computer Applications Technology	Wrote	199	156	183				
	Passed	161	140	147	80.9	89.7	80.3	-9.4
Consumer Studies	Wrote	154	139	163				
	Passed	153	135	152	99.4	97.1	93.3	-3.9
Dance Studies	Wrote	19	23	32				
	Passed	19	23	32	100.0	100.0	100.0	
Design	Wrote	18	10	11				
	Passed	18	10	11	100.0	100.0	100.0	
Dramatic Arts	Wrote	67	67	61				
	Passed	67	67	61	100.0	100.0	100.0	
Economics	Wrote	591	567	692				
	Passed	359	405	441	60.7	71.4	63.7	-7.7
Electrical Technology (Electronics)	Wrote	20	30	34				
	Passed	19	29	32	95.0	96.7	94.1	-2.5
Electrical Technology (Power Systems)	Wrote	8	13	15				
	Passed	8	12	15	100.0	92.3	100.0	7.7
Engineering Graphics & Design	Wrote	173	191	177				
	Passed	171	187	151	98.8	97.9	85.3	-12.6
English 1st Additional	Wrote	3 858	3 728	3 527				
	Passed	3 716	3 607	3 495	96.3	96.8	99.1	2.3
Geography	Wrote	1 523	1 404	1 693				
	Passed	1 011	1 066	1 019	66.4	75.9	60.2	-15.7
History	Wrote	1 061	921	937				
	Passed	871	805	797	82.1	87.4	85.1	-2.3
Hospitality Studies	Wrote	35	36	40				
	Passed	35	36	40	100.0	100.0	100.0	
Information Technology	Wrote	3	5	4				
	Passed	3	5	4	100.0	100.0	100.0	
Life Orientation	Wrote	4 235	4 043	3 809				
	Passed	4 232	4 038	3 794	99.9	99.9	99.6	-0.3

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Life Sciences	Wrote	2 075	2 070	2 285				
	Passed	1 488	1 459	1 504	71.7	70.5	65.8	-4.7
Mathematical Literacy	Wrote	1 436	1 455	1 780				
	Passed	886	1 108	1 272	61.7	76.2	71.5	-4.7
Mathematics	Wrote	1 753	1 617	1 893				
	Passed	698	650	665	39.8	40.2	35.1	-5.1
Mechanical Technology (Automotive)	Wrote	9	8	18				
	Passed	9	7	13	100.0	87.5	72.2	-15.3
Mechanical Technology (Welding & Metal)	Wrote	34	25	20				
	Passed	33	14	17	97.1	56.0	85.0	29.0
Music	Wrote	11	9	10				
	Passed	11	9	10	100.0	100.0	100.0	
Physical Sciences	Wrote	1 326	1 189	1 411				
	Passed	730	785	629	55.1	66.0	44.6	-21.4
Sesotho Home	Wrote	832	863	815				
	Passed	822	860	812	98.8	99.7	99.6	0.0
Technical Mathematics	Wrote	93	110	129				
	Passed	40	35	38	43.0	31.8	29.5	-2.4
Technical Sciences	Wrote	89	118	128				
	Passed	84	82	78	94.4	69.5	60.9	-8.6
Tourism	Wrote	977	924	962				
	Passed	966	920	952	98.9	99.6	99.0	-0.6
Visual Arts	Wrote	21	17	19				
	Passed	21	16	19	100.0	94.1	100.0	5.9

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Afrikaans Home	Wrote	136	93	112				
	Passed	109	87	102	80.1	93.5	91.1	-2.5
English Home	Wrote	294	254	268				
	Passed	257	229	235	87.4	90.2	87.7	-2.5
Isixhosa Home	Wrote	2 930	2 790	2 626				
	Passed	2 926	2 787	2 613	99.9	99.9	99.5	-0.4
Sesotho Home	Wrote	832	863	815				
	Passed	822	860	812	98.8	99.7	99.6	0.0

NELSON MANDELA

		Year							Difference 2020-2019
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020		
Accounting	Wrote	1 295	994	1 201					
	Passed	977	866	942	75.4	87.1	78.4	-8.7	
Afrikaans 1st Additional	Wrote	2 869	2 894	3 026					
	Passed	2 779	2 824	2 895	96.9	97.6	95.7	-1.9	
Afrikaans 2nd Additional	Wrote	44	25	38					
	Passed	44	25	38	100.0	100.0	100.0		
Agricultural Sciences	Wrote	165	113	124					
	Passed	102	93	103	61.8	82.3	83.1	0.8	
Arabic 2nd Additional	Wrote	19	13	15					
	Passed	19	13	15	100.0	100.0	100.0		
Business Studies	Wrote	3 824	3 948	4 559					
	Passed	2 241	2 498	3 278	58.6	63.3	71.9	8.6	
Civil Technology (Civil Services)	Wrote		14	12					
	Passed		14	12		100.0	100.0		
Civil Technology (Construction)	Wrote	89	89	105					
	Passed	88	89	104	98.9	100.0	99.0	-1.0	
Civil Technology (Woodworking)	Wrote	29	27	26					
	Passed	29	27	26	100.0	100.0	100.0		
Computer Applications Technology	Wrote	1 352	1 378	1 492					
	Passed	1 247	1 277	1 363	92.2	92.7	91.4	-1.3	
Consumer Studies	Wrote	812	917	1 048					
	Passed	807	903	1 027	99.4	98.5	98.0	-0.5	
Dance Studies	Wrote	6	2	1					
	Passed	6	2	1	100.0	100.0	100.0		
Design	Wrote	48	66	36					
	Passed	48	64	34	100.0	97.0	94.4	-2.5	
Dramatic Arts	Wrote	71	63	51					
	Passed	71	63	51	100.0	100.0	100.0		
Economics	Wrote	1 167	1 095	1 150					
	Passed	678	723	719	58.1	66.0	62.5	-3.5	
Electrical Technology (Digital Systems)	Wrote	18	15	12					
	Passed	18	15	12	100.0	100.0	100.0		
Electrical Technology (Electronics)	Wrote	32	33	48					
	Passed	32	33	46	100.0	100.0	95.8	-4.2	
Electrical Technology (Power Systems)	Wrote	100	114	110					
	Passed	91	109	100	91.0	95.6	90.9	-4.7	
Electrical Technology (Specialisation)	Wrote								
	Passed								
Engineering Graphics & Design	Wrote	711	752	806					
	Passed	699	746	790	98.3	99.2	98.0	-1.2	
English 1st Additional	Wrote	6 390	6 177	5 856					
	Passed	6 302	6 122	5 819	98.6	99.1	99.4	0.3	
French 2nd Additional	Wrote	12	8	4					
	Passed	12	8	4	100.0	100.0	100.0		

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Geography	Wrote	2 744	2 669	2 980				
	Passed	1 979	2 125	1 892	72.1	79.6	63.5	-16.1
German 2nd Additional	Wrote	1						
	Passed	1			100.0			
History	Wrote	3 161	3 381	3 943				
	Passed	2 803	3 073	3 482	88.7	90.9	88.3	-2.6
Hospitality Studies	Wrote	47	27	30				
	Passed	46	27	27	97.9	100.0	90.0	-10.0
Information Technology	Wrote	113	108	109				
	Passed	112	100	99	99.1	92.6	90.8	-1.8
Isixhosa 1st Additional	Wrote	349	373	418				
	Passed	349	373	417	100.0	100.0	99.8	-0.2
Life Orientation	Wrote	10 066	9 870	9 554				
	Passed	10 044	9 846	9 331	99.8	99.8	97.7	-2.1
Life Sciences	Wrote	4 535	4 174	4 291				
	Passed	3 344	2 892	2 810	73.7	69.3	65.5	-3.8
Mathematical Literacy	Wrote	5 227	5 228	6 461				
	Passed	3 963	4 484	5 191	75.8	85.8	80.3	-5.4
Mathematics	Wrote	3 022	2 821	2 760				
	Passed	1 846	1 667	1 715	61.1	59.1	62.1	3.0
Mechanical Technology (Automotive)	Wrote	104	108	107				
	Passed	101	100	97	97.1	92.6	90.7	-1.9
Mechanical Technology (Fitting & Machine)	Wrote	53	49	66				
	Passed	53	49	66	100.0	100.0	100.0	
Mechanical Technology (Welding & Metal)	Wrote	72	77	61				
	Passed	72	55	52	100.0	71.4	85.2	13.8
Music	Wrote	100	90	118				
	Passed	98	90	114	98.0	100.0	96.6	-3.4
Physical Sciences	Wrote	2 265	1 964	1 890				
	Passed	1 586	1 498	1 315	70.0	76.3	69.6	-6.7
Religion Studies	Wrote	132	161	173				
	Passed	125	153	145	94.7	95.0	83.8	-11.2
Spanish 2nd Additional	Wrote	1						
	Passed	1			100.0			
Technical Mathematics	Wrote	278	331	355				
	Passed	78	90	66	28.1	27.2	18.6	-8.6
Technical Sciences	Wrote	313	418	435				
	Passed	301	328	328	96.2	78.5	75.4	-3.1
Tourism	Wrote	3 147	3 206	3 822				
	Passed	3 029	3 139	3 701	96.3	97.9	96.8	-1.1
Visual Arts	Wrote	111	118	110				
	Passed	110	115	109	99.1	97.5	99.1	1.6

O R TAMBO COASTAL

		Year							Difference 2020-2019
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020		
Accounting	Wrote	1 401	1 329	1 633					
	Passed	1 016	1 069	1 123	72.5	80.4	68.8	-11.7	
Afrikaans 1st Additional	Wrote	2	3	1					
	Passed		2			66.7		-66.7	
Agricultural Management Practices	Wrote	10	23	52					
	Passed	10	23	40	100.0	100.0	76.9	-23.1	
Agricultural Sciences	Wrote	2 728	2 199	2 586					
	Passed	2 125	1 875	2 013	77.9	85.3	77.8	-7.4	
Business Studies	Wrote	2 107	2 086	2 477					
	Passed	1 316	1 452	1 967	62.5	69.6	79.4	9.8	
Civil Technology (Civil Services)	Wrote	10	16	21					
	Passed	10	14	17	100.0	87.5	81.0	-6.5	
Civil Technology (Construction)	Wrote	87	77	101					
	Passed	82	75	87	94.3	97.4	86.1	-11.3	
Civil Technology (Woodworking)	Wrote	37	36	41					
	Passed	33	34	29	89.2	94.4	70.7	-23.7	
Computer Applications Technology	Wrote	119	99	84					
	Passed	98	88	77	82.4	88.9	91.7	2.8	
Consumer Studies	Wrote	308	240	300					
	Passed	279	238	276	90.6	99.2	92.0	-7.2	
Dramatic Arts	Wrote		41	115					
	Passed		41	113		100.0	98.3	-1.7	
Economics	Wrote	1 954	1 917	2 183					
	Passed	1 504	1 421	1 534	77.0	74.1	70.3	-3.9	
Electrical Technology (Digital Systems)	Wrote	32							
	Passed	19			59.4				
Electrical Technology (Power Systems)	Wrote	33	32	44					
	Passed	17	24	32	51.5	75.0	72.7	-2.3	
Engineering Graphics & Design	Wrote	236	199	261					
	Passed	216	163	211	91.5	81.9	80.8	-1.1	
English 1st Additional	Wrote	9 843	8 734	9 200					
	Passed	9 324	8 360	9 016	94.7	95.7	98.0	2.3	
Geography	Wrote	4 527	4 186	4 957					
	Passed	3 202	3 433	3 569	70.7	82.0	72.0	-10.0	
History	Wrote	2 461	2 178	2 467					
	Passed	1 965	1 873	2 145	79.8	86.0	86.9	1.0	
Hospitality Studies	Wrote	100	46	91					
	Passed	88	46	80	88.0	100.0	87.9	-12.1	
Life Orientation	Wrote	10 200	9 223	9 256					
	Passed	10 187	9 216	9 253	99.9	99.9	100.0	0.0	
Life Sciences	Wrote	6 054	5 214	5 925					
	Passed	4 262	3 723	4 056	70.4	71.4	68.5	-2.9	
Mathematical Literacy	Wrote	2 747	2 292	3 042					
	Passed	1 678	1 669	2 047	61.1	72.8	67.3	-5.5	

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Mathematics	Wrote	4 989	4 673	5 932	40.5	38.4	30.9	-7.5
	Passed	2 022	1 794	1 831				
Mechanical Technology (Automotive)	Wrote	56	39	43	89.3	79.5	86.0	6.6
	Passed	50	31	37				
Music	Wrote	42	125	198	100.0	100.0	100.0	
	Passed	42	125	198				
Physical Sciences	Wrote	3 158	3 042	3 657	69.8	73.1	54.9	-18.2
	Passed	2 203	2 225	2 008				
Religion Studies	Wrote	106	90	51	99.1	98.9	84.3	-14.6
	Passed	105	89	43				
Technical Mathematics	Wrote	218	181	248	50.5	37.6	21.4	-16.2
	Passed	110	68	53				
Technical Sciences	Wrote	206	202	245	72.3	71.3	63.3	-8.0
	Passed	149	144	155				
Tourism	Wrote	945	1 308	1 167	98.7	93.7	99.5	5.8
	Passed	933	1 225	1 161				

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
English Home	Wrote	1	3	1		66.7	-66.7	
	Passed		2					
Isixhosa Home	Wrote	9 881	8 738	9 210	99.7	99.8	99.8	0.0
	Passed	9 849	8 721	9 189				

Notes

O R TAMBO INLAND

		Year							Difference 2020-2019
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020		
Accounting	Wrote	1 457	1 409	1 495					
	Passed	1 081	1 149	1 096	74.2	81.5	73.3	-8.2	
Afrikaans 1st Additional	Wrote	192	169	162					
	Passed	178	163	145	92.7	96.4	89.5	-6.9	
Agricultural Management Practices	Wrote	27	30	33					
	Passed	26	30	33	96.3	100.0	100.0		
Agricultural Sciences	Wrote	2 610	2 896	2 805					
	Passed	2 179	2 518	2 200	83.5	86.9	78.4	-8.5	
Business Studies	Wrote	1 748	1 706	1 628					
	Passed	1 129	1 216	1 368	64.6	71.3	84.0	12.8	
Civil Technology (Construction)	Wrote	69	57	93					
	Passed	61	55	91	88.4	96.5	97.8	1.4	
Civil Technology (Woodworking)	Wrote	52	43	58					
	Passed	52	43	53	100.0	100.0	91.4	-8.6	
Computer Applications Technology	Wrote	79	129	123					
	Passed	75	119	110	94.9	92.2	89.4	-2.8	
Consumer Studies	Wrote	265	209	220					
	Passed	215	154	164	81.1	73.7	74.5	0.9	
Economics	Wrote	1 583	1 635	1 707					
	Passed	1 262	1 309	1 234	79.7	80.1	72.3	-7.8	
Electrical Technology (Electronics)	Wrote	4	6	14					
	Passed	4	6	12	100.0	100.0	85.7	-14.3	
Electrical Technology (Power Systems)	Wrote	144	115	132					
	Passed	130	113	128	90.3	98.3	97.0	-1.3	
Engineering Graphics & Design	Wrote	332	277	345					
	Passed	278	267	315	83.7	96.4	91.3	-5.1	
English 1st Additional	Wrote	9 044	9 505	8 783					
	Passed	8 775	9 193	8 640	97.0	96.7	98.4	1.7	
Geography	Wrote	4 073	4 328	4 552					
	Passed	3 111	3 610	3 235	76.4	83.4	71.1	-12.3	
History	Wrote	2 112	2 471	2 519					
	Passed	1 825	2 183	2 234	86.4	88.3	88.7	0.3	
Information Technology	Wrote	26	30	19					
	Passed	18	26	17	69.2	86.7	89.5	2.8	
Isixhosa 1st Additional	Wrote	12	6	1					
	Passed	12	6	1	100.0	100.0	100.0		
Life Orientation	Wrote	9 672	10 106	9 068					
	Passed	9 658	10 101	9 051	99.9	100.0	99.8	-0.1	
Life Sciences	Wrote	5 947	6 190	6 379					
	Passed	4 769	4 691	4 525	80.2	75.8	70.9	-4.8	
Mathematical Literacy	Wrote	2 146	2 237	2 592					
	Passed	1 270	1 649	1 763	59.2	73.7	68.0	-5.7	
Mathematics	Wrote	5 631	6 025	6 253					
	Passed	2 557	2 523	2 563	45.4	41.9	41.0	-0.9	

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Mechanical Technology (Automotive)	Wrote	21	35	24	85.7	100.0	100.0	
	Passed	18	35	24				
Mechanical Technology (Fitting & Machine)	Wrote	17	7	16	94.1	100.0	100.0	
	Passed	16	7	16				
Mechanical Technology (Welding & Metal)	Wrote	42	17	16	90.5	88.2	87.5	-0.7
	Passed	38	15	14				
Physical Sciences	Wrote	4 134	4 365	4 497	68.1	72.3	56.5	-15.8
	Passed	2 815	3 154	2 541				
Religion Studies	Wrote	97	102	21	96.9	98.0	90.5	-7.6
	Passed	94	100	19				
Technical Mathematics	Wrote	144	150	196	42.4	44.7	35.7	-9.0
	Passed	61	67	70				
Technical Sciences	Wrote	152	151	196	80.9	96.7	94.4	-2.3
	Passed	123	146	185				
Tourism	Wrote	539	601	689	92.0	96.7	93.9	-2.8
	Passed	496	581	647				

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
English Home	Wrote	255	259	230	95.7	92.3	93.9	1.6
	Passed	244	239	216				
Isixhosa Home	Wrote	9 098	9 604	8 845	99.7	99.8	99.7	-0.1
	Passed	9 075	9 588	8 822				
South African Sign Home	Wrote	3		2	100.0		100.0	100.0
	Passed	3		2				

Notes

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Accounting	Wrote	333	282	348	77.8	77.0	74.1	-2.8
	Passed	259	217	258				
Afrikaans 1st Additional	Wrote	407	452	420	99.3	98.9	98.1	-0.8
	Passed	404	447	412				
Afrikaans 2nd Additional	Wrote	107	79	112	94.4	93.7	76.8	-16.9
	Passed	101	74	86				
Agricultural Management Practices	Wrote		8	42	100.0	100.0	61.9	-38.1
	Passed		8	26				
Agricultural Sciences	Wrote	120	92	95	74.2	76.1	67.4	-8.7
	Passed	89	70	64				
Business Studies	Wrote	1 067	1 035	1 234	48.2	48.9	63.1	14.2
	Passed	514	506	779				
Civil Technology (Construction)	Wrote	7	1		100.0	100.0		-
	Passed	7	1					
Civil Technology (Woodworking)	Wrote	10	4	5	100.0	100.0	100.0	
	Passed	10	4	5				
Computer Applications Technology	Wrote	274	283	309	94.2	98.2	95.8	-2.4
	Passed	258	278	296				
Consumer Studies	Wrote	445	456	424	97.3	89.5	91.5	2.0
	Passed	433	408	388				
Dance Studies	Wrote	4			100.0			
	Passed	4						
Design	Wrote	24	20	17	100.0	100.0	100.0	
	Passed	24	20	17				
Dramatic Arts	Wrote	57	55	56	100.0	100.0	98.2	-1.8
	Passed	57	55	55				
Economics	Wrote	371	315	320	55.8	51.4	57.8	6.4
	Passed	207	162	185				
Engineering Graphics & Design	Wrote	77	82	52	88.3	95.1	96.2	1.0
	Passed	68	78	50				
English 1st Additional	Wrote	2 569	2 406	2 288	98.6	98.8	99.6	0.7
	Passed	2 533	2 378	2 278				
Geography	Wrote	1 136	1 095	1 105	70.7	74.2	65.1	-9.2
	Passed	803	813	719				
History	Wrote	967	1 163	1 156	84.4	83.3	80.9	-2.4
	Passed	816	969	935				
Hospitality Studies	Wrote	81	71	73	100.0	100.0	98.6	-1.4
	Passed	81	71	72				
Information Technology	Wrote	10	16	17	100.0	93.8	100.0	6.3
	Passed	10	15	17				

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Isixhosa 1st Additional	Wrote	84	118	98	100.0	99.2	100.0	0.8
	Passed	84	117	98				
Life Orientation	Wrote	3 133	3 119	2 846	99.7	99.6	99.2	-0.3
	Passed	3 125	3 105	2 824				
Life Sciences	Wrote	1 280	1 276	1 322	68.4	58.0	55.7	-2.2
	Passed	875	740	737				
Mathematical Literacy	Wrote	1 940	2 054	2 259	70.6	74.4	71.4	-3.0
	Passed	1 369	1 528	1 613				
Mathematics	Wrote	687	597	580	59.0	58.6	65.2	6.5
	Passed	405	350	378				
Music	Wrote	37	18	52	100.0	94.4	100.0	5.6
	Passed	37	17	52				
Physical Sciences	Wrote	434	385	376	70.0	75.1	75.0	-0.1
	Passed	304	289	282				
Religion Studies	Wrote	280	183	176	81.4	87.4	65.9	-21.5
	Passed	228	160	116				
Technical Mathematics	Wrote	10	6	5	10.0		20.0	20.0
	Passed	1		1				
Technical Sciences	Wrote	10	6	5	50.0	83.3	60.0	-23.3
	Passed	5	5	3				
Tourism	Wrote	1 147	1 178	1 174	98.9	97.1	97.6	0.5
	Passed	1 134	1 144	1 146				
Visual Arts	Wrote	65	79	66	100.0	91.1	97.0	5.8
	Passed	65	72	64				

HOME LANGUAGES

Subject Name	Values	Year			'2018	'2019	'2020	Difference 2020-2019
		'2018	'2019	'2020				
Afrikaans Home	Wrote	1 406	1 273	1 205	80.4	80.0	78.2	-1.8
	Passed	1 130	1 018	942				
English Home	Wrote	515	598	550	95.0	89.8	94.0	4.2
	Passed	489	537	517				
Isixhosa Home	Wrote	1 195	1 192	1 113	99.6	99.7	98.9	-0.8
	Passed	1 190	1 189	1 101				

Notes

Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Accounting	Pass [0-29%]	3158	1998	3221	27.2	19.3	27.7	8.4
	Pass [30-39%]	3 088	2 907	2 774	26.6	28.0	23.8	-4.2
	Pass [40-49%]	2 384	2 340	2 166	20.5	22.6	18.6	-4.0
	Pass [50-59%]	1 410	1 475	1 521	12.1	14.2	13.1	-1.2
	Pass [60-69%]	767	830	964	6.6	8.0	8.3	0.3
	Pass [70-79%]	419	511	553	3.6	4.9	4.8	-0.2
	Pass [80-100%]	392	304	430	3.4	2.9	3.7	0.8
	Wrote	11 618	10 365	11 635				
Afrikaans 1st Additional	Pass [0-29%]	268	187	305	4.2	3.0	4.9	1.9
	Pass [30-39%]	720	617	728	11.4	10.0	11.7	1.8
	Pass [40-49%]	1 101	978	925	17.4	15.8	14.9	-0.9
	Pass [50-59%]	1 390	1 376	1 264	21.9	22.2	20.4	-1.9
	Pass [60-69%]	1 425	1 515	1 371	22.5	24.5	22.1	-2.4
	Pass [70-79%]	929	1 085	1 046	14.7	17.5	16.8	-0.7
	Pass [80-100%]	508	437	560	8.0	7.1	9.0	2.0
	Wrote	6 341	6 195	6 208				
Afrikaans 2nd Additional	Pass [0-29%]	6	5	32	3.0	4.1	14.7	10.6
	Pass [30-39%]	72	33	54	35.8	26.8	24.8	-2.1
	Pass [40-49%]	61	42	56	30.3	34.1	25.7	-8.5
	Pass [50-59%]	25	23	47	12.4	18.7	21.6	2.9
	Pass [60-69%]	16	8	19	8.0	6.5	8.7	2.2
	Pass [70-79%]	19	10	6	9.5	8.1	2.8	-5.4
	Pass [80-100%]	2	2	4	1.0	1.6	1.8	0.2
	Wrote	201	123	218				
Afrikaans Home	Pass [0-29%]	67	48	73	1.6	1.2	2.0	0.8
	Pass [30-39%]	712	680	530	16.5	16.7	14.3	-2.3
	Pass [40-49%]	1 617	1 676	1 299	37.6	41.1	35.2	-6.0
	Pass [50-59%]	1 046	918	866	24.3	22.5	23.4	0.9
	Pass [60-69%]	551	491	499	12.8	12.0	13.5	1.5
	Pass [70-79%]	251	200	305	5.8	4.9	8.3	3.3
	Pass [80-100%]	62	62	121	1.4	1.5	3.3	1.8
	Wrote	4 306	4 075	3 695				
Agricultural Management Practices	Pass [0-29%]	20	49	57	5.9	9.0	9.4	0.5
	Pass [30-39%]	114	123	155	33.8	22.5	25.7	3.1
	Pass [40-49%]	127	192	181	37.7	35.2	30.0	-5.2
	Pass [50-59%]	52	126	136	15.4	23.1	22.5	-0.6
	Pass [60-69%]	20	40	60	5.9	7.3	9.9	2.6
	Pass [70-79%]	4	15	15	1.2	2.7	2.5	-0.3
	Pass [80-100%]		1			0.2		-0.2
	Wrote	337	546	604				

Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Agricultural Sciences	Pass [0-29%]	5179	3746	4808	25.3	19.1	23.5	4.4
	Pass [30-39%]	5 467	4 819	4 851	26.8	24.6	23.7	-0.9
	Pass [40-49%]	4582	4927	4411	22.4	25.1	21.5	-3.6
	Pass [50-59%]	2930	3442	3235	14.3	17.5	15.8	-1.8
	Pass [60-69%]	1492	1778	1932	7.3	9.1	9.4	0.4
	Pass [70-79%]	603	679	937	3.0	3.5	4.6	1.1
	Pass [80-100%]	180	230	318	0.9	1.2	1.6	0.4
	Wrote	20 434	19 621	20 498				
Agricultural Technology	Pass [0-29%]	1		1	6.3		4.2	4.2
	Pass [30-39%]	3	10	4	18.8	32.3	16.7	-15.6
	Pass [40-49%]	5	15	4	31.3	48.4	16.7	-31.7
	Pass [50-59%]	5	4	8	31.3	12.9	33.3	20.4
	Pass [60-69%]	2	1	4	12.5	3.2	16.7	13.4
	Pass [70-79%]		1	2		3.2	8.3	5.1
	Pass [80-100%]							
	Wrote	16	31	24				
Arabic 2nd Additional	Pass [0-29%]							
	Pass [30-39%]							
	Pass [40-49%]	3			15.8			
	Pass [50-59%]	2	4	3	10.5	30.8	20.0	-10.8
	Pass [60-69%]	7	4	4	36.8	30.8	26.7	-4.1
	Pass [70-79%]	3	2	3	15.8	15.4	20.0	4.6
	Pass [80-100%]	4	3	5	21.1	23.1	33.3	10.3
	Wrote	19	13	15				
Business Studies	Pass [0-29%]	8361	6407	4862	39.9	31.9	22.2	-9.7
	Pass [30-39%]	5 127	4 853	4 314	24.4	24.1	19.7	-4.5
	Pass [40-49%]	3 434	3 936	4 240	16.4	19.6	19.3	-0.3
	Pass [50-59%]	2 184	2 519	3 434	10.4	12.5	15.6	3.1
	Pass [60-69%]	1 117	1 513	2 645	5.3	7.5	12.1	4.5
	Pass [70-79%]	540	660	1 644	2.6	3.3	7.5	4.2
	Pass [80-100%]	213	214	804	1.0	1.1	3.7	2.6
	Wrote	20 976	20 102	21 950				
Civil Technology (Civil Services)	Pass [0-29%]		2	4		6.7	12.1	5.5
	Pass [30-39%]	3	9	9	30.0	30.0	27.3	-2.7
	Pass [40-49%]	5	11	8	50.0	36.7	24.2	-12.4
	Pass [50-59%]		6	10		20.0	30.3	10.3
	Pass [60-69%]	2	2	2	20.0	6.7	6.1	-0.6
	Pass [70-79%]							
	Pass [80-100%]							
	Wrote	10	30	33				

Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Civil Technology (Construction)	Pass [0-29%]	17	4	32	3.1	0.8	5.0	4.2
	Pass [30-39%]	83	56	147	15.0	11.7	23.1	11.5
	Pass [40-49%]	160	148	184	28.8	30.8	29.0	-1.9
	Pass [50-59%]	160	138	160	28.8	28.8	25.2	-3.6
	Pass [60-69%]	92	98	69	16.6	20.4	10.9	-9.6
	Pass [70-79%]	31	32	35	5.6	6.7	5.5	-1.2
	Pass [80-100%]	12	4	7	2.2	0.8	1.1	0.3
	Wrote	555	480	635				
Civil Technology (Woodworking)	Pass [0-29%]	5	2	31	1.8	0.6	9.8	9.2
	Pass [30-39%]	27	38	67	9.5	12.0	21.3	9.2
	Pass [40-49%]	96	106	100	33.9	33.5	31.7	-1.8
	Pass [50-59%]	73	94	63	25.8	29.7	20.0	-9.7
	Pass [60-69%]	60	47	37	21.2	14.9	11.7	-3.1
	Pass [70-79%]	16	20	14	5.7	6.3	4.4	-1.9
	Pass [80-100%]	6	9	2	2.1	2.8	0.6	-2.2
	Wrote	283	316	315				
Computer Applications Technology	Pass [0-29%]	431	295	321	12.5	8.5	8.8	0.3
	Pass [30-39%]	869	941	879	25.2	27.2	24.2	-3.0
	Pass [40-49%]	853	945	924	24.7	27.3	25.4	-1.9
	Pass [50-59%]	607	631	711	17.6	18.2	19.6	1.3
	Pass [60-69%]	365	341	435	10.6	9.9	12.0	2.1
	Pass [70-79%]	226	210	256	6.5	6.1	7.0	1.0
	Pass [80-100%]	104	98	104	3.0	2.8	2.9	0.0
	Wrote	3 455	3 461	3 636				
Consumer Studies	Pass [0-29%]	138	179	203	3.4	4.6	5.1	0.5
	Pass [30-39%]	1 029	1 287	1 127	25.3	32.8	28.3	-4.5
	Pass [40-49%]	1561	1481	1431	38.4	37.7	36.0	-1.8
	Pass [50-59%]	848	678	763	20.8	17.3	19.2	1.9
	Pass [60-69%]	363	225	323	8.9	5.7	8.1	2.4
	Pass [70-79%]	108	64	99	2.7	1.6	2.5	0.9
	Pass [80-100%]	23	10	21	0.6	0.3	0.5	0.3
	Wrote	4 070	3 924	3 978				
Dance Studies	Pass [0-29%]							
	Pass [30-39%]							
	Pass [40-49%]	4	1	1	13.8	4.0	3.0	-1.0
	Pass [50-59%]	10	5	5	34.5	20.0	15.2	-4.8
	Pass [60-69%]	9	10	9	31.0	40.0	27.3	-12.7
	Pass [70-79%]	5	6	5	17.2	24.0	15.2	-8.8
	Pass [80-100%]	1	3	13	3.4	12.0	39.4	27.4
	Wrote	29	25	33				

Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Design	Pass [0-29%]	1	4	1	1.0	3.6	1.3	-2.3
	Pass [30-39%]	7	9	4	6.7	8.2	5.3	-2.9
	Pass [40-49%]	23	31	13	22.1	28.2	17.1	-11.1
	Pass [50-59%]	17	20	11	16.3	18.2	14.5	-3.7
	Pass [60-69%]	19	21	19	18.3	19.1	25.0	5.9
	Pass [70-79%]	17	8	16	16.3	7.3	21.1	13.8
	Pass [80-100%]	20	17	11	19.2	15.5	14.5	-1.0
	Wrote	104	110	76				
Dramatic Arts	Pass [0-29%]	1		15	0.3		3.2	3.2
	Pass [30-39%]	15	1	31	3.9	0.3	6.6	6.3
	Pass [40-49%]	70	28	68	18.2	7.5	14.4	6.9
	Pass [50-59%]	67	70	94	17.4	18.8	20.0	1.2
	Pass [60-69%]	86	105	104	22.4	28.2	22.1	-6.1
	Pass [70-79%]	85	79	89	22.1	21.2	18.9	-2.3
	Pass [80-100%]	60	90	66	15.6	24.1	14.0	-10.1
	Wrote	384	373	471				
Economics	Pass [0-29%]	4472	3765	4439	30.4	26.9	29.8	3.0
	Pass [30-39%]	4 172	4 071	3 825	28.3	29.1	25.7	-3.3
	Pass [40-49%]	3 192	3 140	3 115	21.7	22.4	20.9	-1.5
	Pass [50-59%]	1 867	1 817	1 929	12.7	13.0	13.0	0.0
	Pass [60-69%]	734	843	1 027	5.0	6.0	6.9	0.9
	Pass [70-79%]	249	304	413	1.7	2.2	2.8	0.6
	Pass [80-100%]	41	73	124	0.3	0.5	0.8	0.3
	Wrote	14 727	14 013	14 875				
Electrical Technology (Digital Systems)	Pass [0-29%]	13			26.0			
	Pass [30-39%]	16	1		32.0	6.7		-6.7
	Pass [40-49%]	8	5	8	16.0	33.3	66.7	33.3
	Pass [50-59%]	7	3	2	14.0	20.0	16.7	-3.3
	Pass [60-69%]	5	4	2	10.0	26.7	16.7	-10.0
	Pass [70-79%]	1	2		2.0	13.3		-13.3
	Pass [80-100%]							
	Wrote	50	15	12				
Electrical Technology (Electronics)	Pass [0-29%]	1	1	4	1.2	1.1	3.4	2.3
	Pass [30-39%]	24	11	25	29.6	12.5	21.4	8.9
	Pass [40-49%]	33	45	50	40.7	51.1	42.7	-8.4
	Pass [50-59%]	16	16	25	19.8	18.2	21.4	3.2
	Pass [60-69%]	5	13	8	6.2	14.8	6.8	-7.9
	Pass [70-79%]	2	2	2	2.5	2.3	1.7	-0.6
	Pass [80-100%]			1			0.9	0.9
	Wrote	81	88	117				

Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Electrical Technology (Power Systems)	Pass [0-29%]	69	28	54	10.5	4.3	7.7	3.4
	Pass [30-39%]	207	137	206	31.4	21.2	29.4	8.3
	Pass [40-49%]	218	209	216	33.0	32.3	30.9	-1.4
	Pass [50-59%]	114	166	154	17.3	25.7	22.0	-3.7
	Pass [60-69%]	43	76	53	6.5	11.7	7.6	-4.2
	Pass [70-79%]	9	31	15	1.4	4.8	2.1	-2.6
	Pass [80-100%]			2			0.3	0.3
	Wrote	660	647	700				
Electrical Technology (Specialisation)	Pass [0-29%]							
	Pass [30-39%]							
	Pass [40-49%]							
	Pass [50-59%]							
	Pass [60-69%]							
	Pass [70-79%]							
	Pass [80-100%]							
	Wrote							
Engineering Graphics & Design	Pass [0-29%]	208	155	286	7.0	5.4	8.9	3.5
	Pass [30-39%]	780	822	928	26.3	28.4	28.9	0.5
	Pass [40-49%]	977	946	960	33.0	32.7	29.9	-2.8
	Pass [50-59%]	516	524	558	17.4	18.1	17.4	-0.7
	Pass [60-69%]	250	245	277	8.4	8.5	8.6	0.2
	Pass [70-79%]	138	127	130	4.7	4.4	4.0	-0.3
	Pass [80-100%]	96	73	71	3.2	2.5	2.2	-0.3
	Wrote	2 965	2 892	3 211				
English 1st Additional	Pass [0-29%]	2465	2396	982	3.5	3.5	1.5	-2.0
	Pass [30-39%]	14 402	11 564	8 038	20.3	17.1	12.3	-4.8
	Pass [40-49%]	24 413	20 632	19 062	34.5	30.5	29.3	-1.3
	Pass [50-59%]	18 299	19 453	20 621	25.9	28.8	31.7	2.9
	Pass [60-69%]	8 388	10 143	11 809	11.9	15.0	18.1	3.1
	Pass [70-79%]	2 376	2 945	3 888	3.4	4.4	6.0	1.6
	Pass [80-100%]	438	435	695	0.6	0.6	1.1	0.4
	Wrote	70 783	67 569	65 107				
English Home	Pass [0-29%]	61	97	35	0.7	1.1	0.4	-0.7
	Pass [30-39%]	593	740	550	6.9	8.7	6.5	-2.2
	Pass [40-49%]	2 440	2 498	2 784	28.5	29.3	32.7	3.5
	Pass [50-59%]	2 843	2 566	2 769	33.2	30.1	32.6	2.5
	Pass [60-69%]	1 739	1 691	1 664	20.3	19.8	19.6	-0.3
	Pass [70-79%]	725	746	605	8.5	8.7	7.1	-1.6
	Pass [80-100%]	159	195	90	1.9	2.3	1.1	-1.2
	Wrote	8 560	8 533	8 505				

Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
French 2nd Additional	Pass [0-29%]							
	Pass [30-39%]							
	Pass [40-49%]							
	Pass [50-59%]	1	1	1	7.7	12.5	25.0	12.5
	Pass [60-69%]	2	3	1	15.4	37.5	25.0	-12.5
	Pass [70-79%]	5	3	1	38.5	37.5	25.0	-12.5
	Pass [80-100%]	5	1	1	38.5	12.5	25.0	12.5
	Wrote	13	8	4				
Geography	Pass [0-29%]	8340	5426	9463	28.7	19.2	31.0	11.8
	Pass [30-39%]	7 721	7 269	8 629	26.6	25.7	28.3	2.5
	Pass [40-49%]	6 050	6 866	6 304	20.8	24.3	20.6	-3.7
	Pass [50-59%]	3 853	4 824	3 557	13.3	17.1	11.6	-5.4
	Pass [60-69%]	1 987	2 544	1 729	6.8	9.0	5.7	-3.3
	Pass [70-79%]	800	1 046	638	2.8	3.7	2.1	-1.6
	Pass [80-100%]	294	280	212	1.0	1.0	0.7	-0.3
	Wrote	29 046	28 256	30 538				
German 2nd Additional	Pass [0-29%]							
	Pass [30-39%]							
	Pass [40-49%]							
	Pass [50-59%]							
	Pass [60-69%]							
	Pass [70-79%]							
	Pass [80-100%]	1			100.0			
	Wrote	1						
History	Pass [0-29%]	3242	2746	2730	15.4	12.8	12.0	-0.8
	Pass [30-39%]	4 015	3 744	3 816	19.1	17.5	16.8	-0.6
	Pass [40-49%]	4 437	4 402	4 852	21.1	20.6	21.4	0.9
	Pass [50-59%]	3 887	4 156	4 480	18.5	19.4	19.8	0.4
	Pass [60-69%]	2 809	3 274	3 601	13.4	15.3	15.9	0.6
	Pass [70-79%]	1 634	1 993	2 067	7.8	9.3	9.1	-0.2
	Pass [80-100%]	1 001	1 104	1 111	4.8	5.2	4.9	-0.3
	Wrote	21 026	21 419	22 666				
Hospitality Studies	Pass [0-29%]	30	9	39	5.2	2.1	8.4	6.3
	Pass [30-39%]	139	96	124	24.1	22.0	26.6	4.6
	Pass [40-49%]	218	164	169	37.8	37.6	36.3	-1.3
	Pass [50-59%]	135	113	90	23.4	25.9	19.3	-6.6
	Pass [60-69%]	41	40	35	7.1	9.2	7.5	-1.7
	Pass [70-79%]	12	12	8	2.1	2.8	1.7	-1.0
	Pass [80-100%]	2	2	1	0.3	0.5	0.2	-0.2
	Wrote	577	436	466				

Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Information Technology	Pass [0-29%]	23	29	39	8.7	10.9	14.4	3.4
	Pass [30-39%]	48	39	25	18.2	14.7	9.2	-5.5
	Pass [40-49%]	40	36	30	15.2	13.6	11.1	-2.5
	Pass [50-59%]	40	39	39	15.2	14.7	14.4	-0.3
	Pass [60-69%]	31	47	38	11.7	17.7	14.0	-3.7
	Pass [70-79%]	39	32	43	14.8	12.1	15.9	3.8
	Pass [80-100%]	43	43	56	16.3	16.2	20.7	4.4
	Wrote	264	265	271				
Isixhosa 1st Additional	Pass [0-29%]	1	1	2	0.1	0.1	0.1	0.1
	Pass [30-39%]	11	7	7	0.7	0.4	0.4	0.0
	Pass [40-49%]	66	39	37	4.2	2.4	2.2	-0.1
	Pass [50-59%]	308	239	181	19.7	14.4	10.9	-3.6
	Pass [60-69%]	687	624	508	43.9	37.7	30.5	-7.2
	Pass [70-79%]	442	592	713	28.2	35.7	42.8	7.0
	Pass [80-100%]	50	154	219	3.2	9.3	13.1	3.8
	Wrote	1 565	1 656	1 667				
Isixhosa Home	Pass [0-29%]	47	44	48	0.1	0.1	0.1	0.0
	Pass [30-39%]	142	82	133	0.2	0.1	0.2	0.1
	Pass [40-49%]	974	689	1 112	1.5	1.1	1.8	0.7
	Pass [50-59%]	6 793	6 897	7 675	10.4	11.0	12.7	1.7
	Pass [60-69%]	25 249	26 639	26 018	38.5	42.5	43.0	0.6
	Pass [70-79%]	27 827	25 044	22 403	42.4	39.9	37.1	-2.9
	Pass [80-100%]	4 583	3 317	3 047	7.0	5.3	5.0	-0.2
	Wrote	65 617	62 713	60 444				
Isizulu Home	Pass [0-29%]							
	Pass [30-39%]		1			16.7		-16.7
	Pass [40-49%]	1	2		16.7	33.3		-33.3
	Pass [50-59%]	4	1		66.7	16.7		-16.7
	Pass [60-69%]	1	2	2	16.7	33.3	66.7	33.3
	Pass [70-79%]			1			33.3	33.3
	Pass [80-100%]							
	Wrote	6	6	3				
Life Orientation	Pass [0-29%]	326	147	526	0.4	0.2	0.7	0.5
	Pass [30-39%]	2 927	2 658	2 386	3.6	3.4	3.2	-0.1
	Pass [40-49%]	13 919	11 919	9 455	17.0	15.1	12.8	-2.3
	Pass [50-59%]	24 782	23 791	19 231	30.3	30.2	26.0	-4.2
	Pass [60-69%]	22 474	22 128	21 845	27.5	28.1	29.5	1.4
	Pass [70-79%]	12 305	12 486	14 229	15.0	15.8	19.2	3.4
	Pass [80-100%]	5 085	5 703	6 329	6.2	7.2	8.6	1.3
	Wrote	81 820	78 832	74 006				

Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Life Sciences	Pass [0-29%]	11891	11919	13635	26.9	28.8	31.2	2.4
	Pass [30-39%]	10 836	9 554	10 270	24.5	23.1	23.5	0.4
	Pass [40-49%]	8 954	8 053	8 203	20.3	19.5	18.8	-0.7
	Pass [50-59%]	6 333	5 766	5 620	14.3	13.9	12.9	-1.1
	Pass [60-69%]	3 635	3 359	3 390	8.2	8.1	7.8	-0.4
	Pass [70-79%]	1 746	1 803	1 783	4.0	4.4	4.1	-0.3
	Pass [80-100%]	758	881	773	1.7	2.1	1.8	-0.4
	Wrote	44 153	41 336	43 678				
Maritime Economics	Pass [0-29%]			1			3.2	3.2
	Pass [30-39%]	1		4	3.6		12.9	12.9
	Pass [40-49%]	2	8	6	7.1	30.8	19.4	-11.4
	Pass [50-59%]	12	6	9	42.9	23.1	29.0	6.0
	Pass [60-69%]	6	7	6	21.4	26.9	19.4	-7.6
	Pass [70-79%]	6	5	4	21.4	19.2	12.9	-6.3
	Pass [80-100%]	1		1	3.6		3.2	3.2
	Wrote	28	26	31				
Mathematical Literacy	Pass [0-29%]	10686	6936	8743	35.6	24.0	26.3	2.3
	Pass [30-39%]	7 720	7 746	8 271	25.7	26.8	24.9	-2.0
	Pass [40-49%]	5 273	6 075	6 914	17.6	21.1	20.8	-0.2
	Pass [50-59%]	3 198	3 956	4 770	10.6	13.7	14.4	0.6
	Pass [60-69%]	1 835	2 367	2 790	6.1	8.2	8.4	0.2
	Pass [70-79%]	914	1 277	1 334	3.0	4.4	4.0	-0.4
	Pass [80-100%]	404	493	387	1.3	1.7	1.2	-0.5
	Wrote	30 031	28 851	33 223				
Mathematics	Pass [0-29%]	19873	20523	23353	54.5	58.2	60.3	2.1
	Pass [30-39%]	7 138	6 393	6 241	19.6	18.1	16.1	-2.0
	Pass [40-49%]	4 490	4 000	3 846	12.3	11.3	9.9	-1.4
	Pass [50-59%]	2 444	2 283	2 392	6.7	6.5	6.2	-0.3
	Pass [60-69%]	1 328	1 138	1 461	3.6	3.2	3.8	0.5
	Pass [70-79%]	732	612	843	2.0	1.7	2.2	0.4
	Pass [80-100%]	444	321	573	1.2	0.9	1.5	0.6
	Wrote	36 449	35 270	38 717				
Mechanical Technology (Automotive)	Pass [0-29%]	28	25	40	9.0	7.5	11.4	3.9
	Pass [30-39%]	92	110	115	29.7	32.8	32.8	-0.1
	Pass [40-49%]	99	118	106	31.9	35.2	30.2	-5.0
	Pass [50-59%]	52	59	64	16.8	17.6	18.2	0.6
	Pass [60-69%]	30	17	17	9.7	5.1	4.8	-0.2
	Pass [70-79%]	7	5	8	2.3	1.5	2.3	0.8
	Pass [80-100%]	2	1	1	0.6	0.3	0.3	0.0
	Wrote	310	335	351				

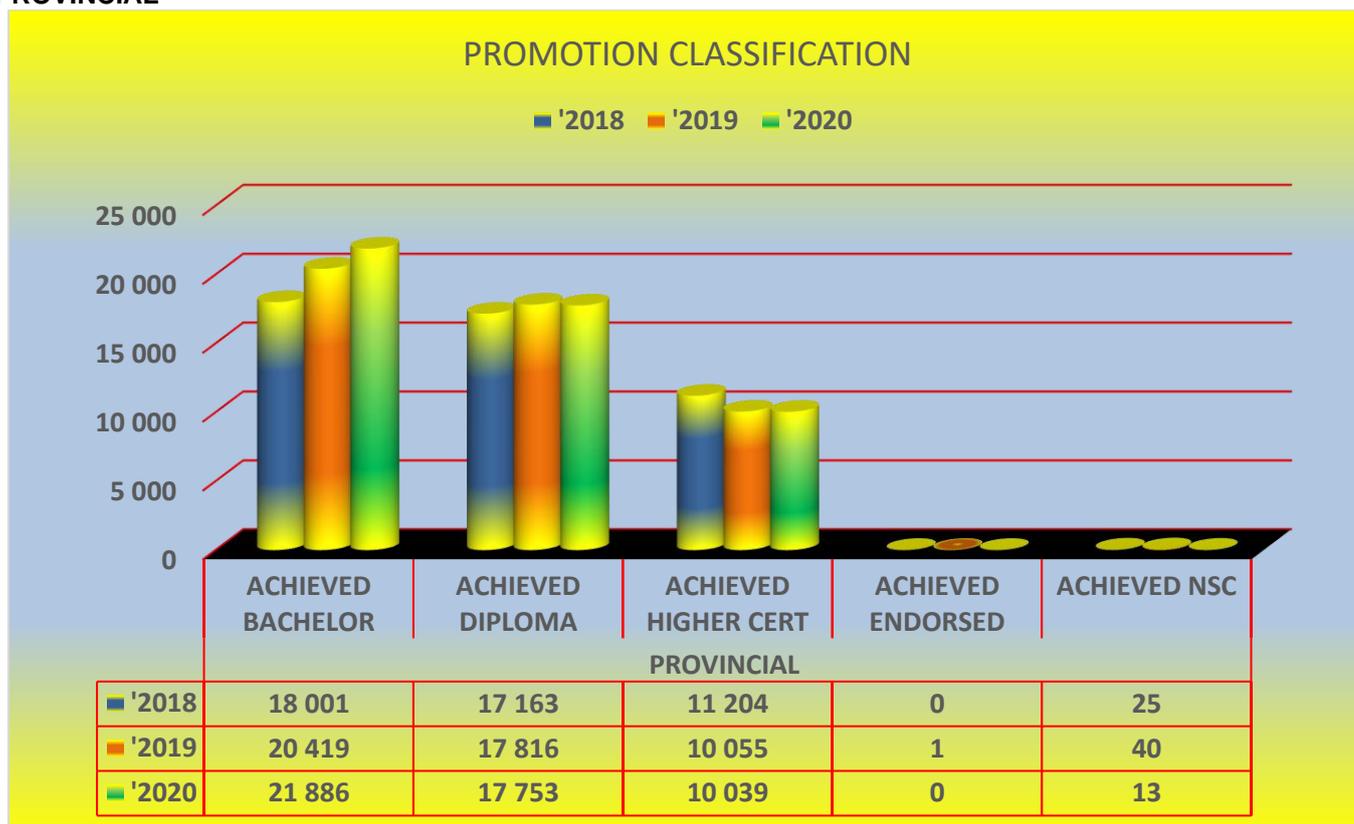
Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Mechanical Technology (Fitting & Machine)	Pass [0-29%]	4	5	6	2.0	2.9	2.8	-0.1
	Pass [30-39%]	33	31	28	16.4	18.0	13.0	-5.1
	Pass [40-49%]	69	59	50	34.3	34.3	23.1	-11.2
	Pass [50-59%]	57	33	62	28.4	19.2	28.7	9.5
	Pass [60-69%]	16	26	36	8.0	15.1	16.7	1.6
	Pass [70-79%]	18	14	16	9.0	8.1	7.4	-0.7
	Pass [80-100%]	4	4	18	2.0	2.3	8.3	6.0
	Wrote	201	172	216				
Mechanical Technology (Welding & Metal)	Pass [0-29%]	10	37	14	5.0	22.8	10.4	-12.4
	Pass [30-39%]	48	41	49	23.9	25.3	36.6	11.3
	Pass [40-49%]	71	53	38	35.3	32.7	28.4	-4.4
	Pass [50-59%]	55	22	19	27.4	13.6	14.2	0.6
	Pass [60-69%]	15	9	10	7.5	5.6	7.5	1.9
	Pass [70-79%]	1		3	0.5		2.2	2.2
	Pass [80-100%]	1		1	0.5		0.7	0.7
	Wrote	201	162	134				
Music	Pass [0-29%]	2	1	2	0.7	0.2	0.4	0.1
	Pass [30-39%]	9	10	14	3.1	2.4	2.6	0.2
	Pass [40-49%]	73	120	179	24.8	28.4	32.9	4.5
	Pass [50-59%]	81	134	179	27.6	31.8	32.9	1.2
	Pass [60-69%]	71	76	83	24.1	18.0	15.3	-2.8
	Pass [70-79%]	35	47	67	11.9	11.1	12.3	1.2
	Pass [80-100%]	23	34	17	7.8	8.1	3.1	-4.9
	Wrote	294	422	544				
Nautical Science	Pass [0-29%]	12	20	3	42.9	76.9	17.6	-59.3
	Pass [30-39%]	8	4	4	28.6	15.4	23.5	8.1
	Pass [40-49%]	4	2	6	14.3	7.7	35.3	27.6
	Pass [50-59%]	3		2	10.7		11.8	11.8
	Pass [60-69%]	1			3.6			
	Pass [70-79%]			2			11.8	11.8
	Pass [80-100%]							
	Wrote	28	26	17				
Physical Sciences	Pass [0-29%]	8357	7043	11470	33.5	29.7	44.3	14.6
	Pass [30-39%]	6 766	6 120	6 046	27.1	25.8	23.4	-2.4
	Pass [40-49%]	4 434	4 334	3 634	17.8	18.3	14.0	-4.2
	Pass [50-59%]	2 491	2 751	2 191	10.0	11.6	8.5	-3.1
	Pass [60-69%]	1 430	1 729	1 324	5.7	7.3	5.1	-2.2
	Pass [70-79%]	779	1 014	733	3.1	4.3	2.8	-1.4
	Pass [80-100%]	682	712	465	2.7	3.0	1.8	-1.2
	Wrote	24 939	23 703	25 870				

Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Religion Studies	Pass [0-29%]	81	44	105	9.6	5.9	16.7	10.8
	Pass [30-39%]	122	117	104	14.5	15.7	16.6	0.8
	Pass [40-49%]	150	147	120	17.8	19.8	19.1	-0.7
	Pass [50-59%]	170	155	108	20.1	20.9	17.2	-3.7
	Pass [60-69%]	138	120	92	16.4	16.2	14.6	-1.5
	Pass [70-79%]	113	87	57	13.4	11.7	9.1	-2.6
	Pass [80-100%]	70	73	42	8.3	9.8	6.7	-3.1
	Wrote	844	743	628				
Sesotho Home	Pass [0-29%]			1			0.1	0.1
	Pass [30-39%]	12	3	3	0.7	0.2	0.2	0.0
	Pass [40-49%]	105	48	51	6.3	2.9	3.1	0.2
	Pass [50-59%]	604	323	375	36.4	19.7	23.1	3.4
	Pass [60-69%]	804	799	773	48.4	48.7	47.5	-1.2
	Pass [70-79%]	133	421	379	8.0	25.7	23.3	-2.4
	Pass [80-100%]	2	45	44	0.1	2.7	2.7	0.0
	Wrote	1 660	1 639	1 626				
South African Sign Home	Pass [0-29%]							
	Pass [30-39%]	2		1	15.4		8.3	8.3
	Pass [40-49%]	8	2	7	61.5	33.3	58.3	25.0
	Pass [50-59%]	2	2	2	15.4	33.3	16.7	-16.7
	Pass [60-69%]	1	1	2	7.7	16.7	16.7	
	Pass [70-79%]		1			16.7		-16.7
	Pass [80-100%]							
	Wrote	13	6	12				
Spanish 2nd Additional	Pass [0-29%]							
	Pass [30-39%]							
	Pass [40-49%]							
	Pass [50-59%]							
	Pass [60-69%]							
	Pass [70-79%]	1			100.0			
	Pass [80-100%]							
	Wrote	1						
Technical Mathematics	Pass [0-29%]	819	881	1332	58.4	61.5	73.7	12.2
	Pass [30-39%]	211	223	250	15.0	15.6	13.8	-1.7
	Pass [40-49%]	153	160	88	10.9	11.2	4.9	-6.3
	Pass [50-59%]	105	65	80	7.5	4.5	4.4	-0.1
	Pass [60-69%]	58	61	32	4.1	4.3	1.8	-2.5
	Pass [70-79%]	34	28	18	2.4	2.0	1.0	-1.0
	Pass [80-100%]	23	14	7	1.6	1.0	0.4	-0.6
	Wrote	1 403	1 432	1 807				

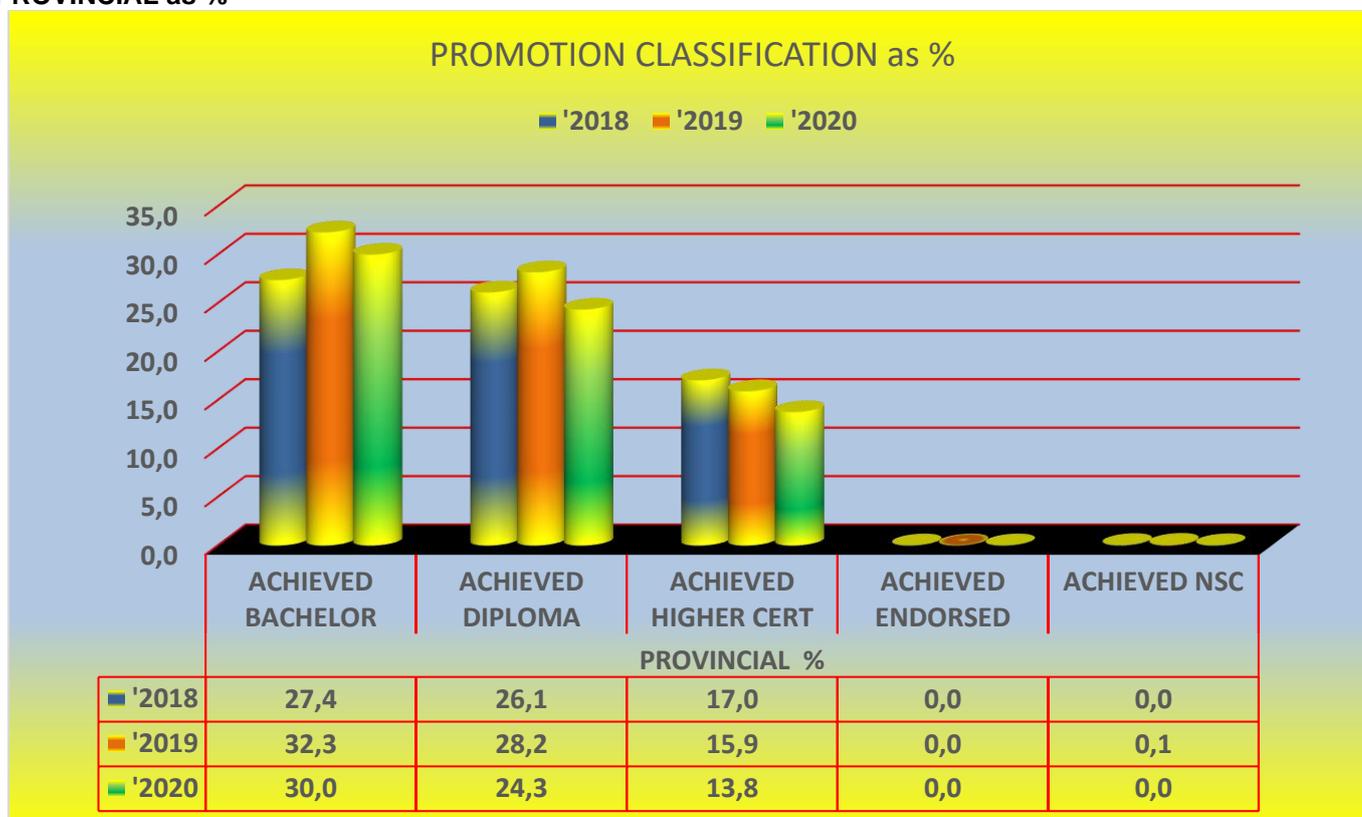
Subject Analysis by Category		Year			%			
Subject Name	Values	'2018	'2019	'2020	'2018	'2019	'2020	Difference 2020-2019
Technical Sciences	Pass [0-29%]	192	270	420	13.3	16.4	22.2	5.8
	Pass [30-39%]	524	589	669	36.2	35.8	35.4	-0.4
	Pass [40-49%]	395	456	433	27.3	27.7	22.9	-4.8
	Pass [50-59%]	198	204	227	13.7	12.4	12.0	-0.4
	Pass [60-69%]	80	82	96	5.5	5.0	5.1	0.1
	Pass [70-79%]	42	33	33	2.9	2.0	1.7	-0.3
	Pass [80-100%]	16	11	14	1.1	0.7	0.7	0.1
	Wrote	1 447	1 645	1 892				
Tourism	Pass [0-29%]	582	428	458	4.0	2.9	2.9	0.0
	Pass [30-39%]	2 418	2 106	2 343	16.8	14.3	15.0	0.7
	Pass [40-49%]	4 148	4 176	4 689	28.8	28.3	30.0	1.7
	Pass [50-59%]	3 824	4 249	4 590	26.6	28.8	29.3	0.5
	Pass [60-69%]	2 292	2 517	2 382	15.9	17.1	15.2	-1.8
	Pass [70-79%]	875	1 023	920	6.1	6.9	5.9	-1.1
	Pass [80-100%]	246	252	262	1.7	1.7	1.7	0.0
	Wrote	14 387	14 752	15 647				
Visual Arts	Pass [0-29%]	11	16	5	3.5	4.8	1.6	-3.2
	Pass [30-39%]	36	42	25	11.5	12.5	7.9	-4.6
	Pass [40-49%]	53	68	69	16.9	20.2	21.7	1.5
	Pass [50-59%]	61	74	57	19.5	22.0	17.9	-4.1
	Pass [60-69%]	51	49	60	16.3	14.6	18.9	4.3
	Pass [70-79%]	53	47	45	16.9	14.0	14.2	0.2
	Pass [80-100%]	48	40	55	15.3	11.9	17.3	5.4
	Wrote	313	336	318				

Notes

**PROMOTION CLASSIFICATION
PROVINCIAL**



PROVINCIAL as %

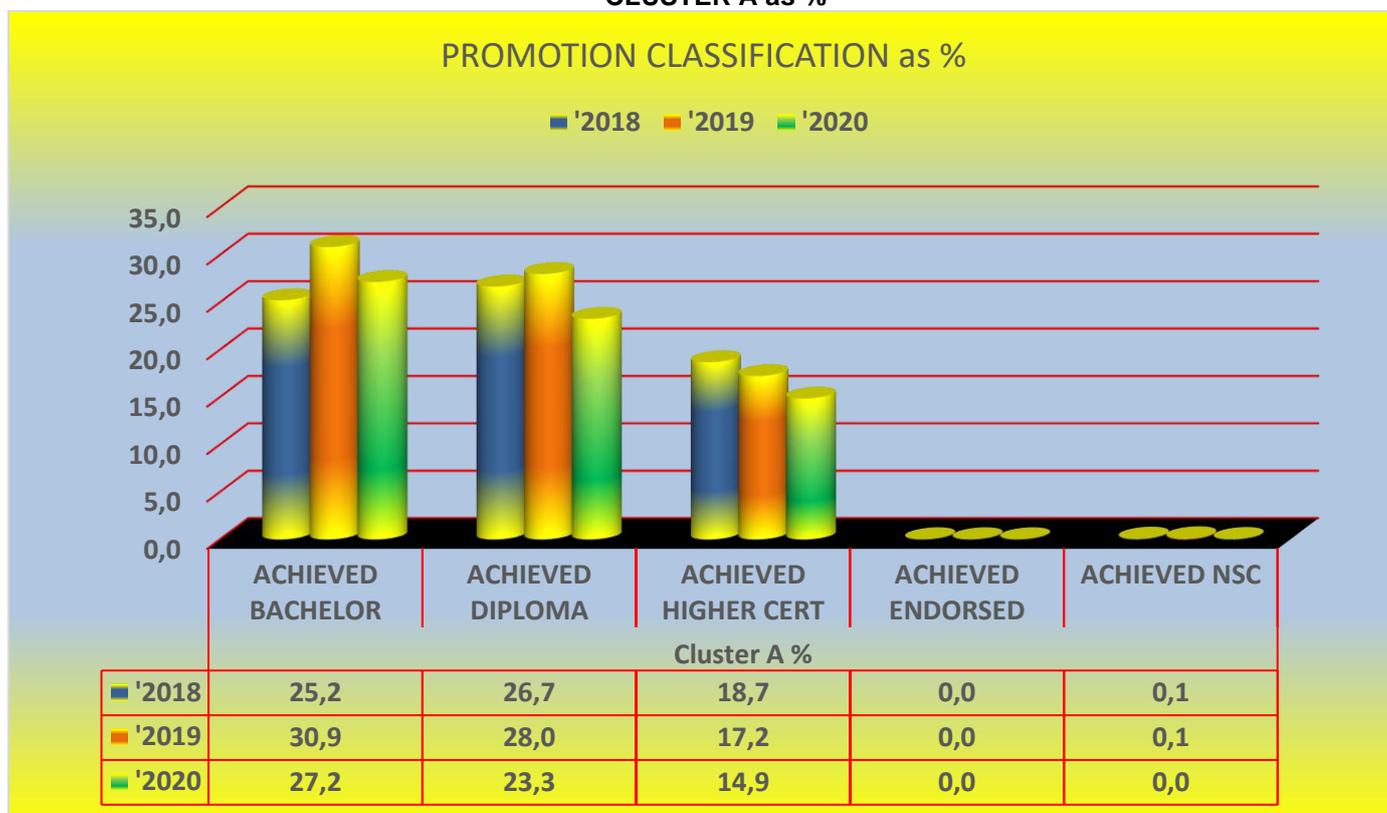


PROMOTION CLASSIFICATION (per Cluster)

CLUSTER A

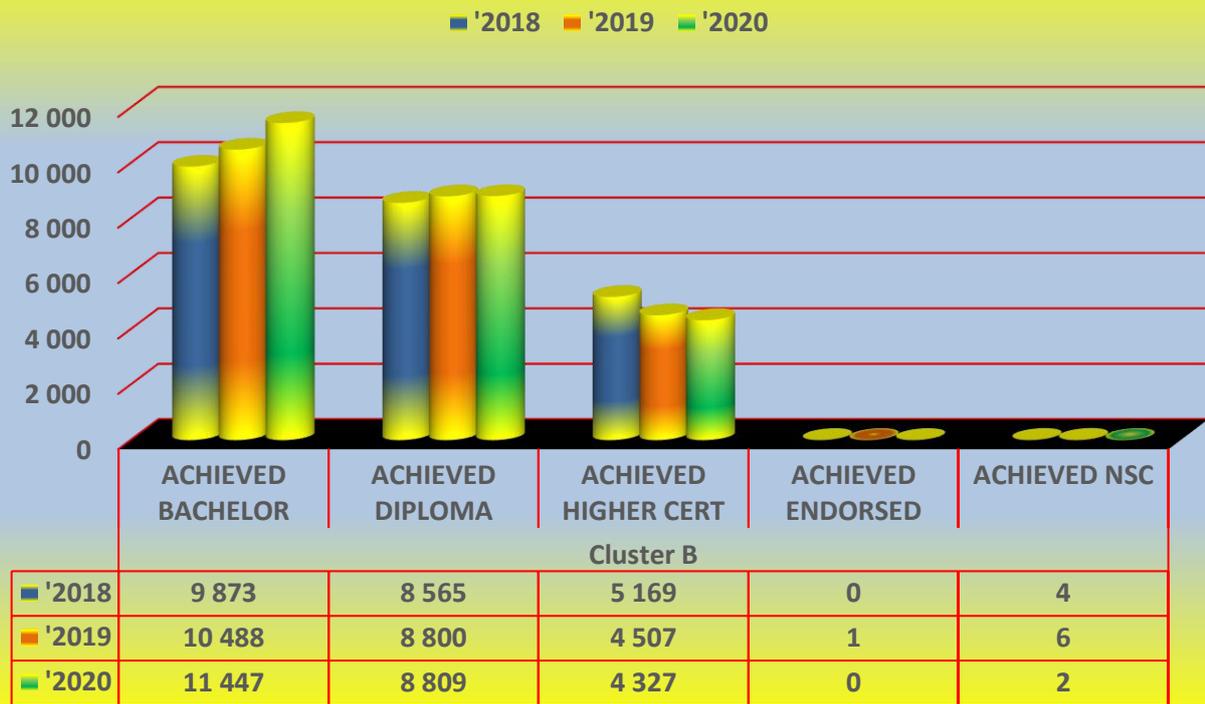


CLUSTER A as %



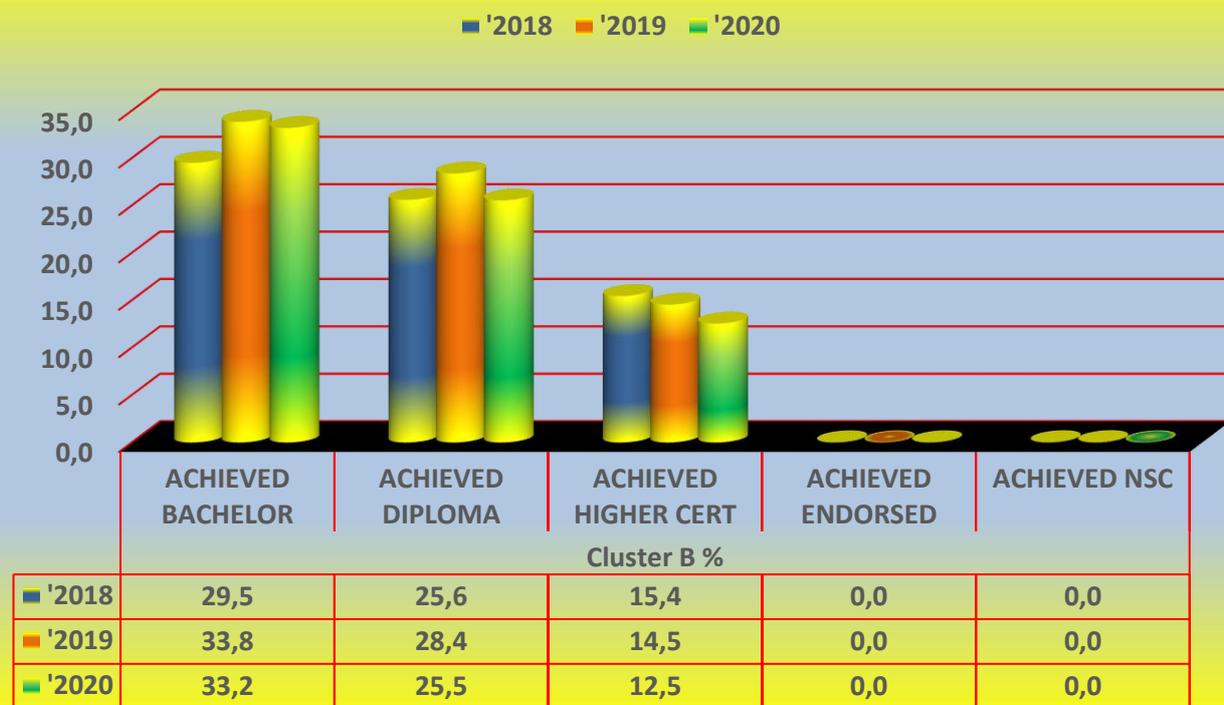
CLUSTER B

PROMOTION CLASSIFICATION



CLUSTER B as %

PROMOTION CLASSIFICATION as %

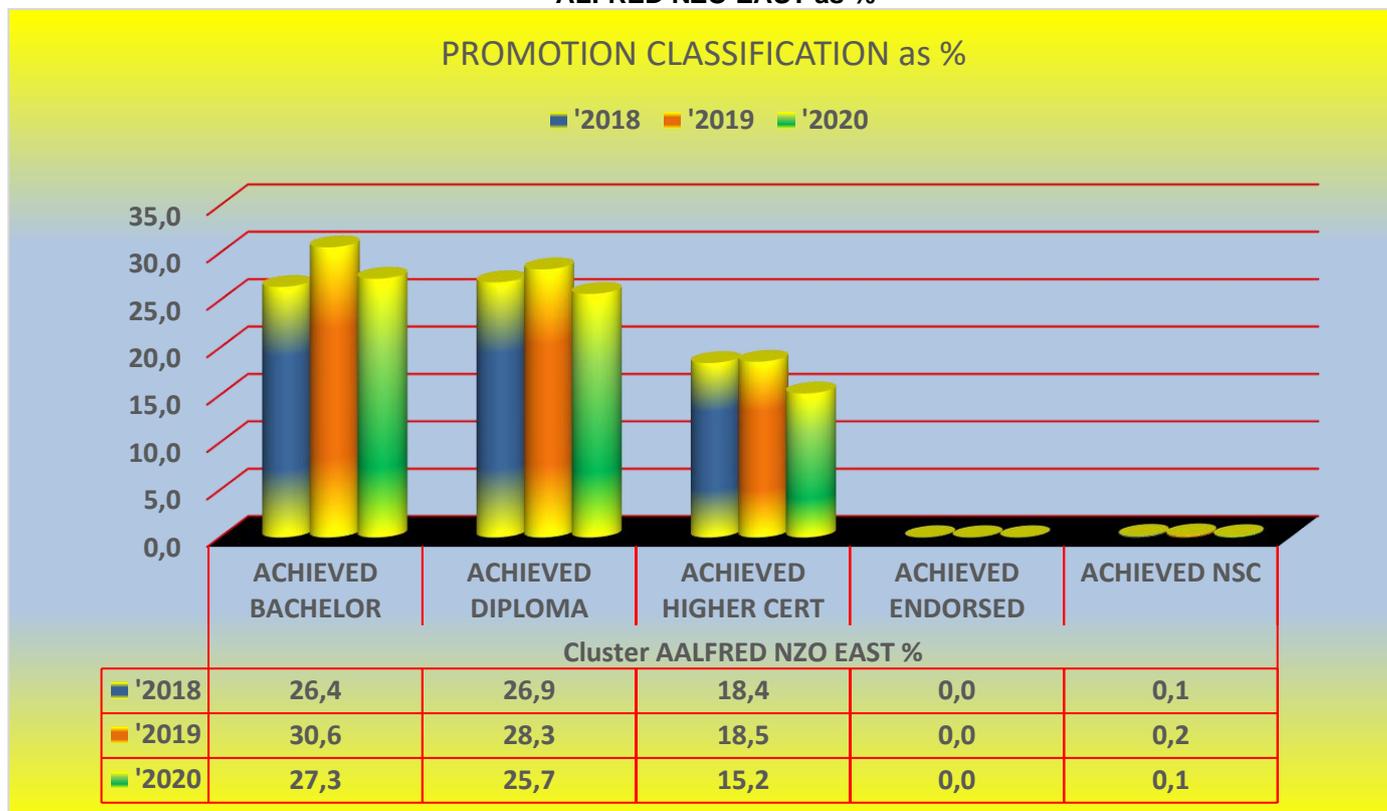


PROMOTION CLASSIFICATION (per District)

ALFRED NZO EAST



ALFRED NZO EAST as %



ALFRED NZO WEST

PROMOTION CLASSIFICATION

'2018 '2019 '2020



Cluster AALFRED NZO WEST

'2018	1 556	1 753	1 161	0	5
'2019	1 932	2 005	1 219	0	7
'2020	2 205	2 023	1 189	0	2

ALFRED NZO WEST as %

PROMOTION CLASSIFICATION as %

'2018 '2019 '2020



Cluster AALFRED NZO WEST %

'2018	25,3	28,5	18,9	0,0	0,1
'2019	28,8	29,9	18,2	0,0	0,1
'2020	27,5	25,2	14,8	0,0	0,0

AMATHOLE EAST

PROMOTION CLASSIFICATION

■ '2018 ■ '2019 ■ '2020



AMATHOLE EAST

■ '2018	1 632	1 892	1 325	0	3
■ '2019	1 958	1 820	982	0	4
■ '2020	1 835	1 663	864	0	2

AMATHOLE EAST as %

PROMOTION CLASSIFICATION as %

■ '2018 ■ '2019 ■ '2020



AMATHOLE EAST %

■ '2018	23,1	26,8	18,8	0,0	0,0
■ '2019	31,7	29,5	15,9	0,0	0,1
■ '2020	28,3	25,7	13,3	0,0	0,0

AMATHOLE WEST

PROMOTION CLASSIFICATION

'2018 '2019 '2020



AMATHOLE WEST

'2018	660	728	632	0	0
'2019	666	784	536	0	0
'2020	793	706	437	0	0

AMATHOLE WEST as %

PROMOTION CLASSIFICATION as %

'2018 '2019 '2020



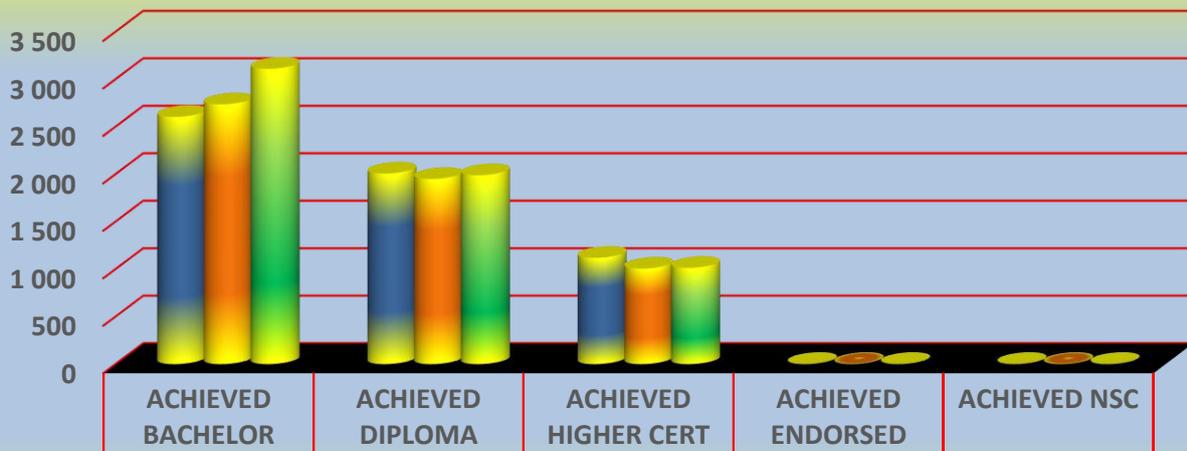
AMATHOLE WEST %

'2018	18,2	20,0	17,4	0,0	0,0
'2019	21,7	25,6	17,5	0,0	0,0
'2020	25,9	23,0	14,3	0,0	0,0

BUFFALO CITY

PROMOTION CLASSIFICATION

■ '2018 ■ '2019 ■ '2020



BUFFALO CITY

■ '2018	2 603	2 007	1 119	0	0
■ '2019	2 736	1 950	1 006	1	1
■ '2020	3 110	1 989	1 014	0	0

BUFFALO CITY as %

PROMOTION CLASSIFICATION as %

■ '2018 ■ '2019 ■ '2020



BUFFALO CITY %

■ '2018	33,2	25,6	14,3	0,0	0,0
■ '2019	37,4	26,7	13,8	0,0	0,0
■ '2020	37,5	24,0	12,2	0,0	0,0

CHRIS HANI EAST

PROMOTION CLASSIFICATION

■ '2018 ■ '2019 ■ '2020



CHRIS HANI EAST

■ '2018	985	983	731	0	1
■ '2019	1 062	946	589	0	4
■ '2020	1 124	852	586	0	0

CHRIS HANI EAST as %

PROMOTION CLASSIFICATION as %

■ '2018 ■ '2019 ■ '2020



CHRIS HANI EAST %

■ '2018	25,6	25,6	19,0	0,0	0,0
■ '2019	29,4	26,1	16,3	0,0	0,1
■ '2020	27,3	20,7	14,2	0,0	0,0

CHRIS HANI WEST

PROMOTION CLASSIFICATION

'2018 '2019 '2020



CHRIS HANI WEST

'2018	1 145	1 110	710	0	1
'2019	1 195	1 147	653	0	1
'2020	1 324	1 163	660	0	0

CHRIS HANI WEST as %

PROMOTION CLASSIFICATION as %

'2018 '2019 '2020



CHRIS HANI WEST %

'2018	26,7	25,9	16,5	0,0	0,0
'2019	30,1	28,9	16,4	0,0	0,0
'2020	29,7	26,0	14,8	0,0	0,0

JOE GQABI

PROMOTION CLASSIFICATION

'2018 '2019 '2020



JOE GQABI

'2018	733	828	576	0	1
'2019	930	876	519	0	1
'2020	975	815	535	0	0

JOE GQABI as %

PROMOTION CLASSIFICATION as %

'2018 '2019 '2020



JOE GQABI %

'2018	23,1	26,1	18,1	0,0	0,0
'2019	30,5	28,8	17,0	0,0	0,0
'2020	25,8	21,6	14,1	0,0	0,0

NELSON MANDELA

PROMOTION CLASSIFICATION

'2018 '2019 '2020

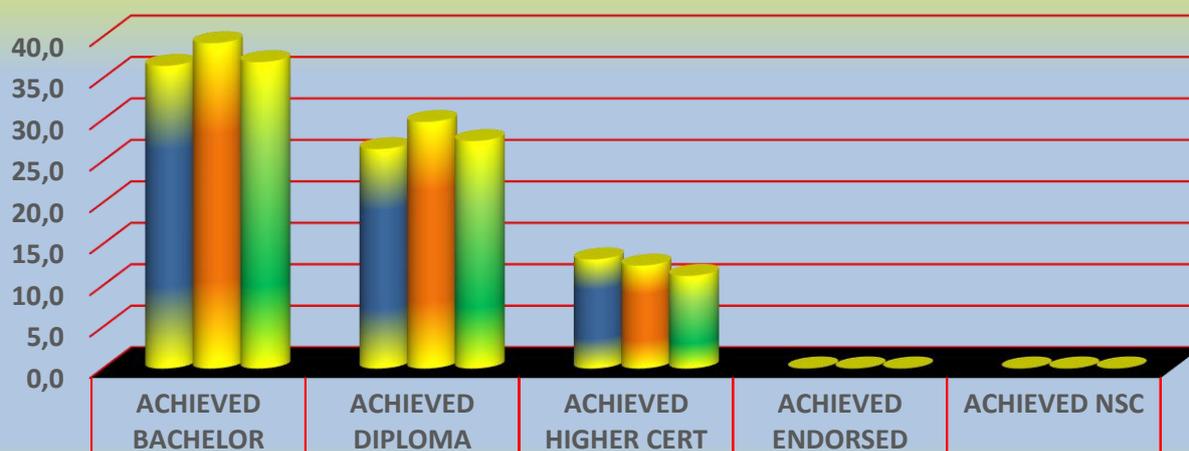


NELSON MANDELA					
	ACHIEVED BACHELOR	ACHIEVED DIPLOMA	ACHIEVED HIGHER CERT	ACHIEVED ENDORSED	ACHIEVED NSC
'2018	2 975	2 157	1 073	0	0
'2019	3 139	2 380	993	0	0
'2020	3 463	2 571	1 047	0	0

NELSON MANDELA as %

PROMOTION CLASSIFICATION as %

'2018 '2019 '2020



NELSON MANDELA %					
	ACHIEVED BACHELOR	ACHIEVED DIPLOMA	ACHIEVED HIGHER CERT	ACHIEVED ENDORSED	ACHIEVED NSC
'2018	36,5	26,5	13,2	0,0	0,0
'2019	39,2	29,7	12,4	0,0	0,0
'2020	36,9	27,4	11,2	0,0	0,0

O R TAMBO COASTAL

PROMOTION CLASSIFICATION

'2018 '2019 '2020



O R TAMBO COASTAL

'2018	1 760	2 078	1 501	0	5
'2019	2 162	1 953	1 230	0	11
'2020	2 273	2 180	1 492	0	2

O R TAMBO COASTAL as %

PROMOTION CLASSIFICATION as %

'2018 '2019 '2020



O R TAMBO COASTAL %

'2018	22,9	27,1	19,5	0,0	0,1
'2019	31,3	28,3	17,8	0,0	0,2
'2020	24,9	23,9	16,3	0,0	0,0

O R TAMBO INLAND

PROMOTION CLASSIFICATION

'2018 '2019 '2020



O R TAMBO INLAND					
	Achieved Bachelor	Achieved Diploma	Achieved Higher Cert	Achieved Endorsed	Achieved NSC
'2018	2 161	2 002	1 404	0	4
'2019	2 727	2 203	1 314	0	4
'2020	2 651	1 934	1 236	0	2

O R TAMBO INLAND as %

PROMOTION CLASSIFICATION as %

'2018 '2019 '2020



O R TAMBO INLAND %					
	Achieved Bachelor	Achieved Diploma	Achieved Higher Cert	Achieved Endorsed	Achieved NSC
'2018	27,6	25,6	17,9	0,0	0,1
'2019	33,0	26,7	15,9	0,0	0,0
'2020	29,7	21,7	13,8	0,0	0,0

SARAH BAARTMAN

PROMOTION CLASSIFICATION

■ '2018 ■ '2019 ■ '2020



SARAH BAARTMAN

■ '2018	863	680	326	0	0
■ '2019	794	719	337	0	0
■ '2020	922	717	305	0	0

SARAH BAARTMAN as %

PROMOTION CLASSIFICATION as %

■ '2018 ■ '2019 ■ '2020

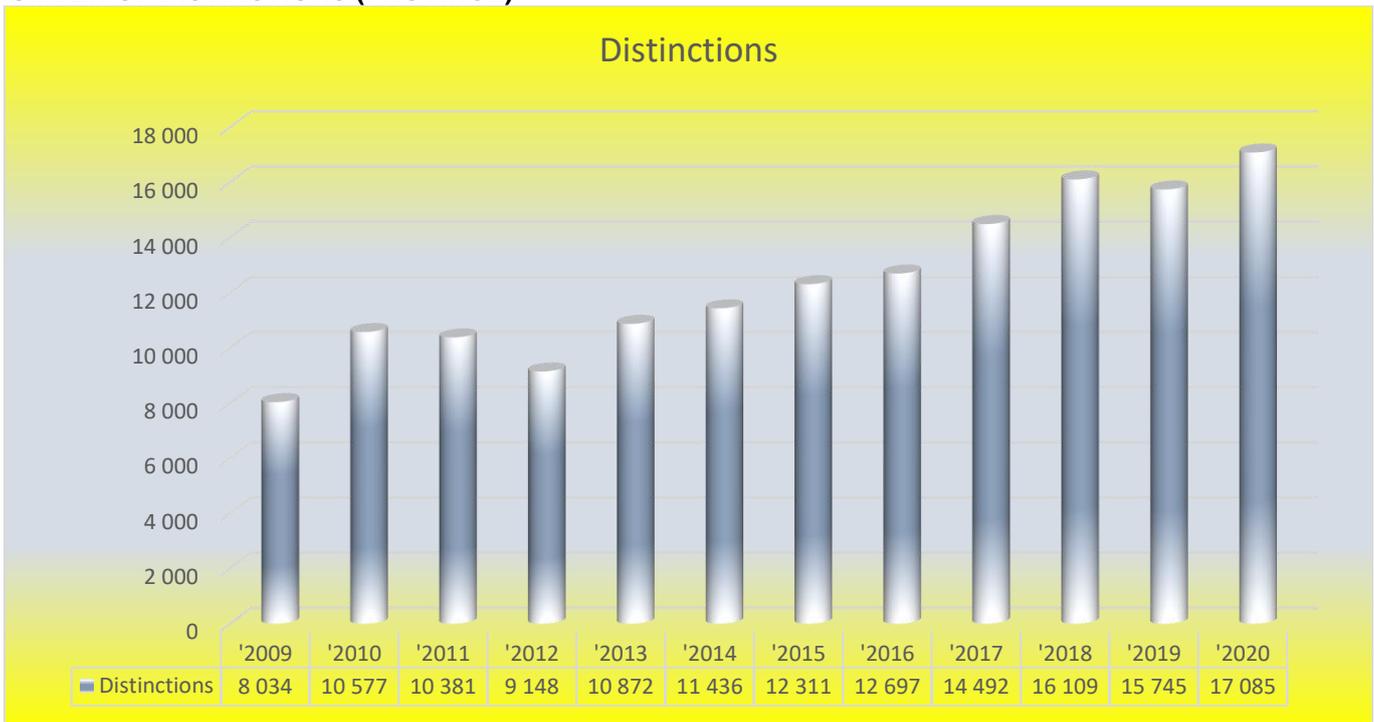


SARAH BAARTMAN %

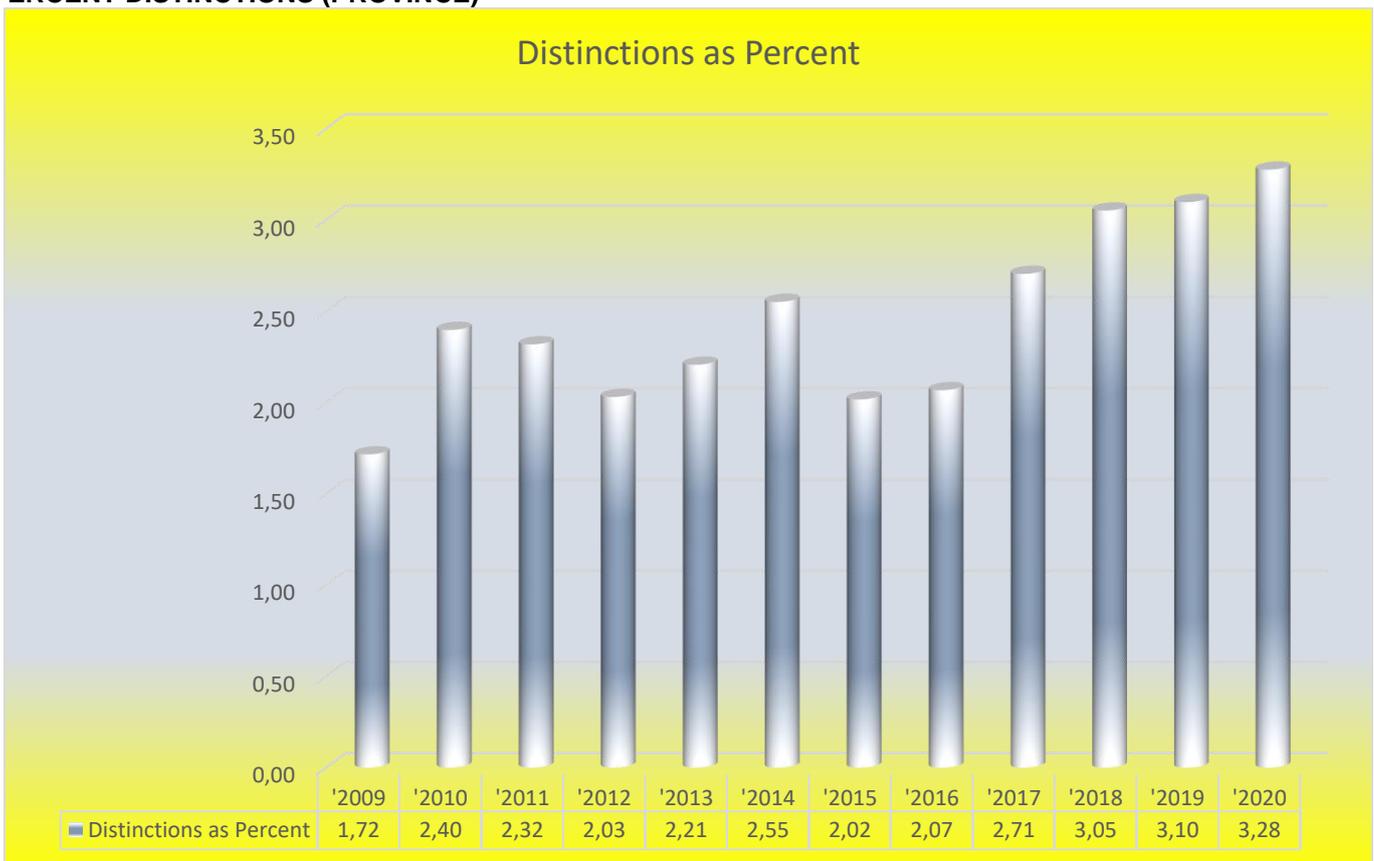
■ '2018	33,7	26,6	12,7	0,0	0,0
■ '2019	32,0	28,9	13,6	0,0	0,0
■ '2020	32,8	25,5	10,9	0,0	0,0

DISTINCTIONS

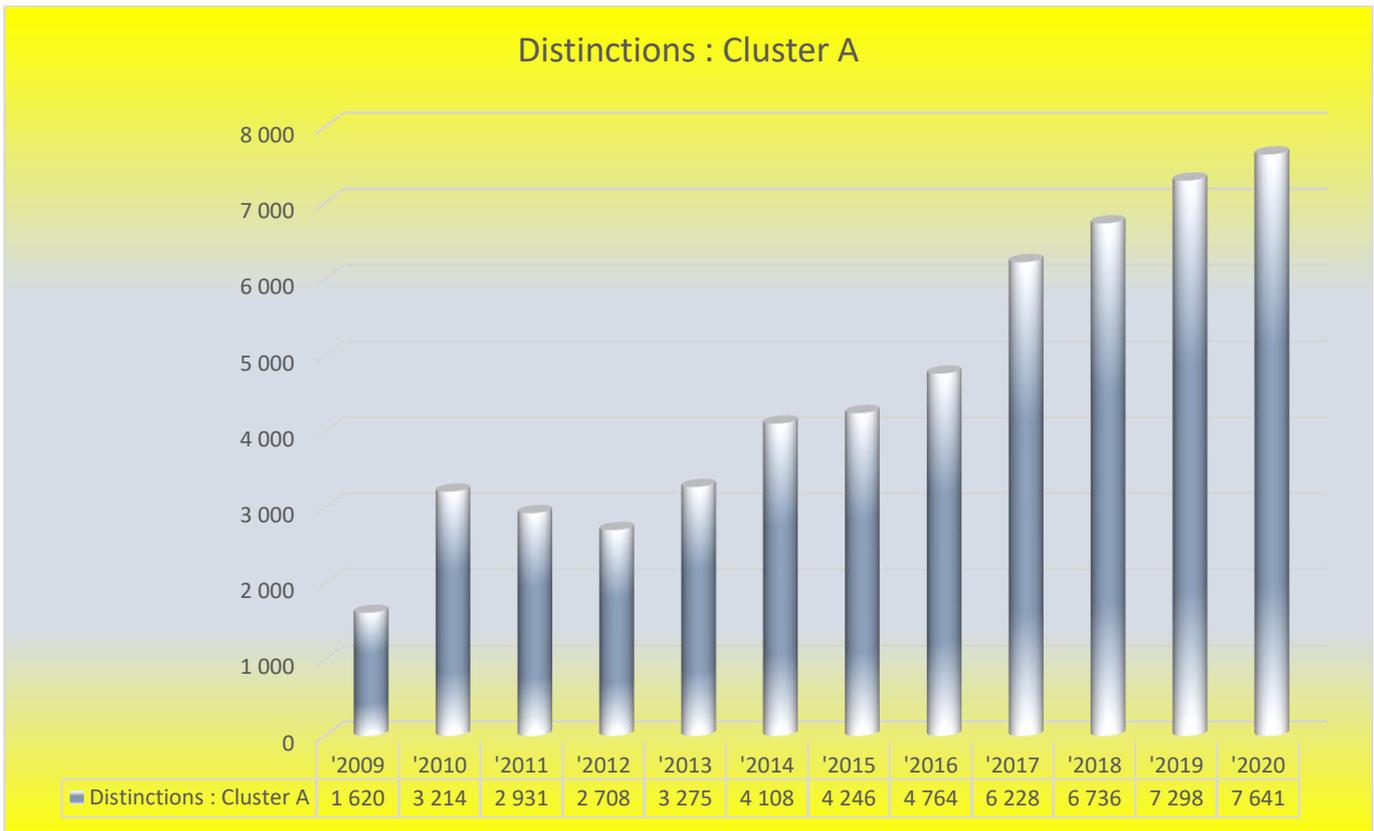
NUMBER OF DISTINCTIONS (PROVINCE)



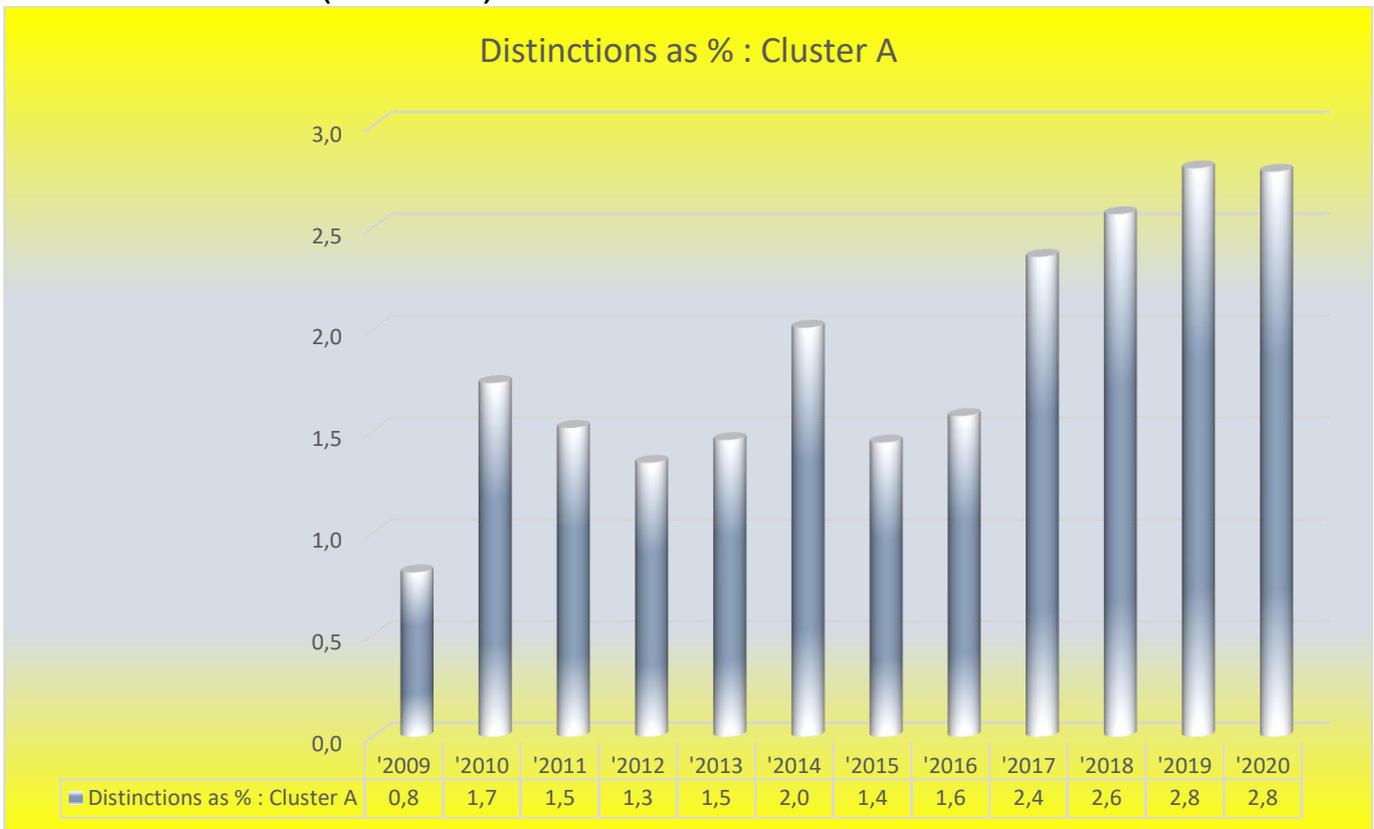
PERCENT DISTINCTIONS (PROVINCE)



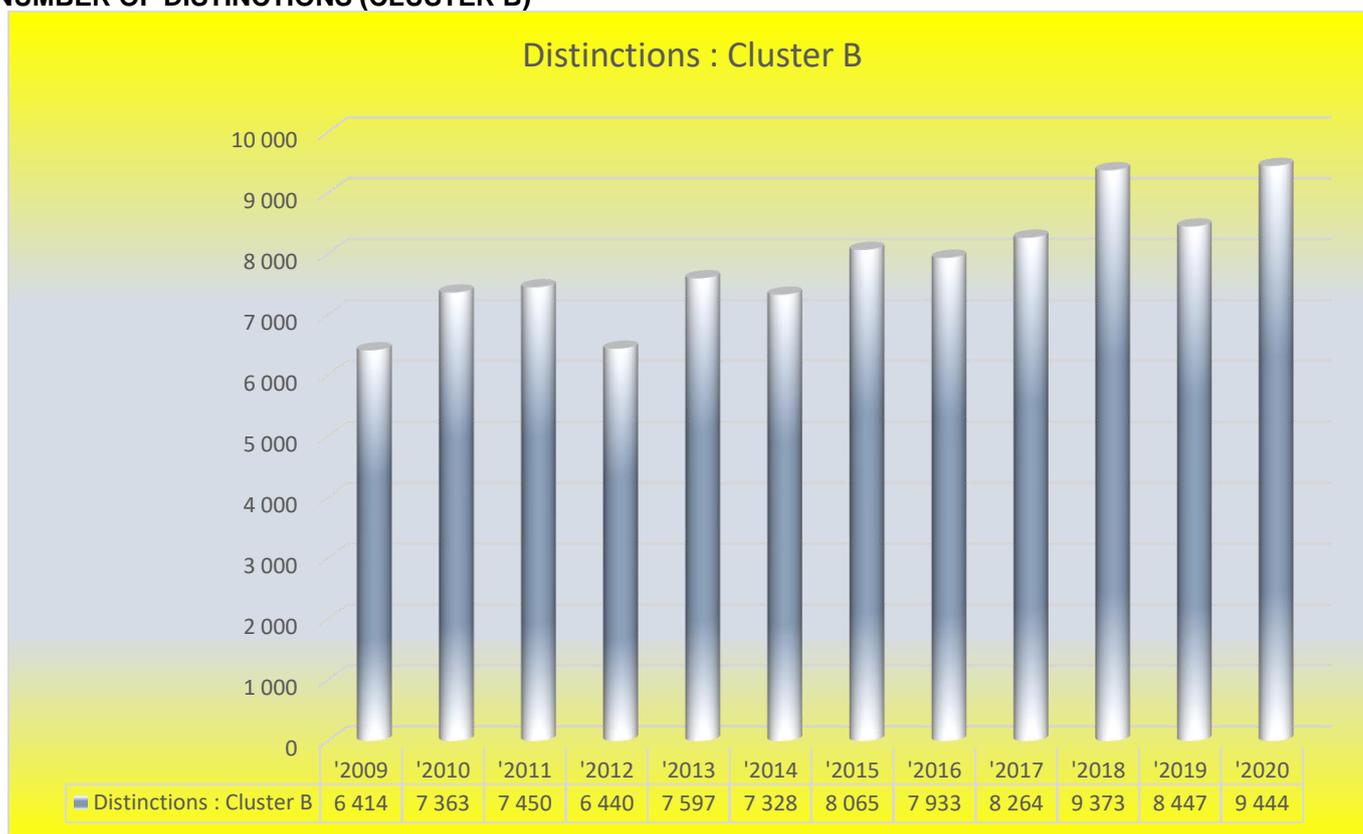
NUMBER OF DISTINCTIONS (CLUSTER A)



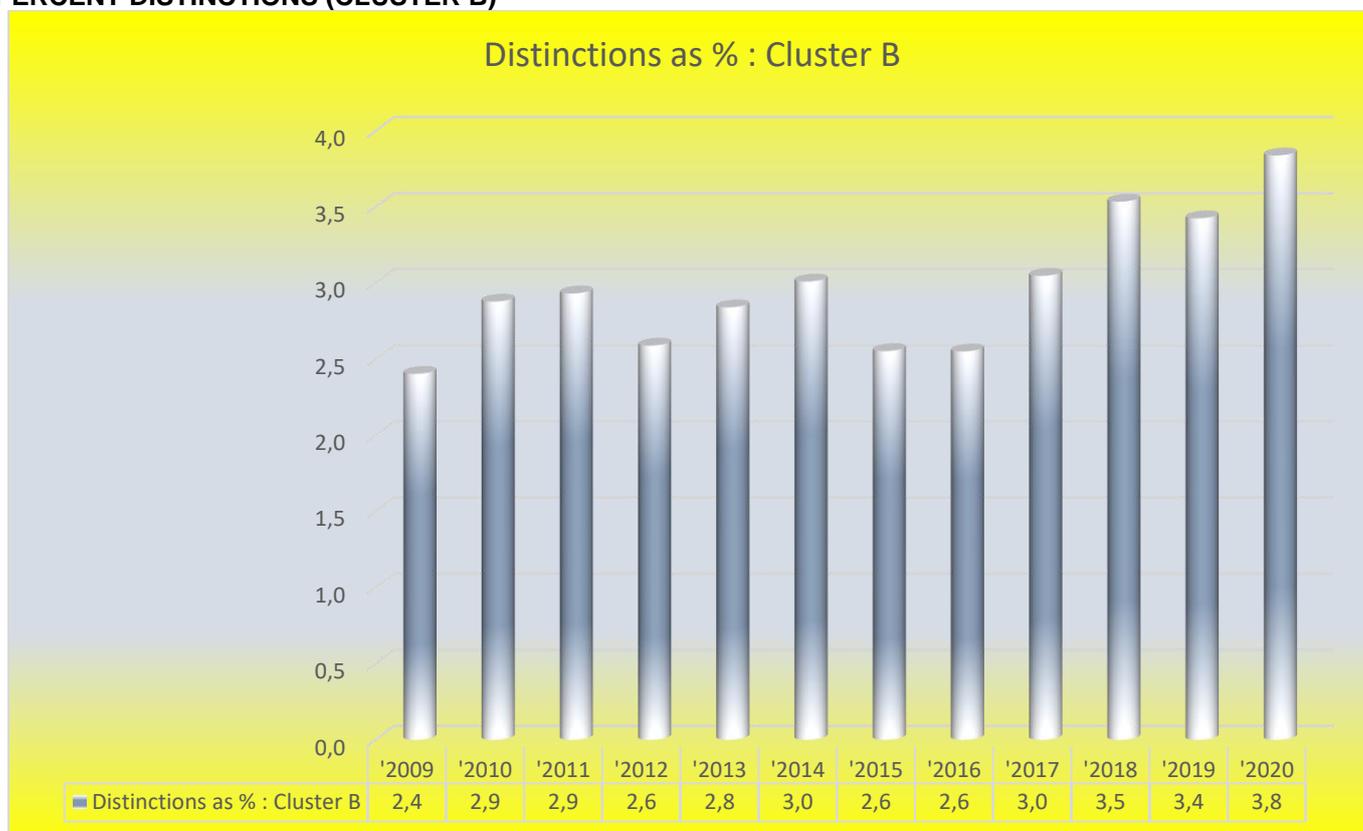
PERCENT DISTINCTIONS (CLUSTER A)



NUMBER OF DISTINCTIONS (CLUSTER B)



PERCENT DISTINCTIONS (CLUSTER B)



DISTINCTIONS BY DISTRICT

District	Values	Year			%		
		'2018	'2019	'2020	'2018	'2019	'2020
ALFRED NZO EAST	Distinctions	566	551	655			
	Wrote	27886	29169	31328	2.0	1.9	2.1
ALFRED NZO WEST	Distinctions	1126	1164	1253			
	Wrote	50364	54680	58742	2.2	2.1	2.1
AMATHOLE EAST	Distinctions	1496	1479	1872			
	Wrote	57144	50011	46649	2.6	3.0	4.0
AMATHOLE WEST	Distinctions	452	328	444			
	Wrote	27682	23384	21881	1.6	1.4	2.0
BUFFALO CITY	Distinctions	2652	2530	2695			
	Wrote	60957	57184	58681	4.4	4.4	4.6
CHRIS HANI EAST	Distinctions	1076	1014	972			
	Wrote	31146	28618	29297	3.5	3.5	3.3
CHRIS HANI WEST	Distinctions	860	714	767			
	Wrote	34091	32230	31743	2.5	2.2	2.4
JOE GQABI	Distinctions	429	417	550			
	Wrote	26742	25485	26644	1.6	1.6	2.1
NELSON MANDELA	Distinctions	3156	2840	2878			
	Wrote	64975	63795	67160	4.9	4.5	4.3
SARAH BAARTMAN	Distinctions	757	556	788			
	Wrote	20289	19997	19900	3.7	2.8	4.0
OR TAMBO COASTAL	Distinctions	1253	1416	1775			
	Wrote	64598	58571	65589	1.9	2.4	2.7
OR TAMBO INLAND	Distinctions	2286	2736	2436			
	Wrote	61727	64870	63713	3.7	4.2	3.8

Notes

CENTRE PERFORMANCE

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
A D TSHAYINGCA SECONDARY SCHOOL - 4241001	% ACHIEVED	81.4	87.9	72.9	-14.9
	ACHIEVED	153	181	213	
	WROTE	188	206	292	
A M SITYANA HIGH SCHOOL - 4311001	% ACHIEVED	60.7	66.7	80.0	13.3
	ACHIEVED	17	14	16	
	WROTE	28	21	20	
A M ZANTSI SENIOR SECONDARY SCHOOL - 4261001	% ACHIEVED	82.4	82.8	70.1	-12.6
	ACHIEVED	61	48	47	
	WROTE	74	58	67	
A M TAPA SENIOR SECONDARY SCHOOL - 4311003	% ACHIEVED	42.3	93.8	88.9	-4.9
	ACHIEVED	11	15	16	
	WROTE	26	16	18	
A V PLATJIE S S S - 4291001	% ACHIEVED	77.9	68.4	53.6	-14.8
	ACHIEVED	60	117	37	
	WROTE	77	171	69	
ABAMBO HIGH SCHOOL - 4331001	% ACHIEVED	44.4	63.9	49.1	-14.9
	ACHIEVED	44	39	26	
	WROTE	99	61	53	
ABERDEEN SENIOR SECONDARY SCHOOL - 4351001	% ACHIEVED	35.0	43.5	40.0	-3.5
	ACHIEVED	14	10	16	
	WROTE	40	23	40	
ACADEMY HIGH - 4322128	% ACHIEVED	77.8	66.0	52.6	-13.3
	ACHIEVED	28	31	20	
	WROTE	36	47	38	
ADELAIDE GYMNASIUM - 4311002	% ACHIEVED	68.3	92.3	58.9	-33.4
	ACHIEVED	41	48	33	
	WROTE	60	52	56	
ADVENT COMPREHENSIVE SCHOOL - 4252085	% ACHIEVED	50.0	64.3	78.8	14.5
	ACHIEVED	25	18	26	
	WROTE	50	28	33	
AEROVILLE SENIOR SECONDARY SCHOOL - 4351002	% ACHIEVED	85.7	72.6	49.0	-23.6
	ACHIEVED	54	61	48	
	WROTE	63	84	98	
AL AZHAR INSTITUTE - 4342098	% ACHIEVED	100.0	100.0	100.0	0.0
	ACHIEVED	16	20	16	
	WROTE	16	20	16	
ALEXANDER ROAD HIGH SCHOOL - 4341002	% ACHIEVED	99.1	96.2	92.9	-3.3
	ACHIEVED	211	202	222	
	WROTE	213	210	239	
ALEXANDRIA HIGH SCHOOL - 4351003	% ACHIEVED	73.3	74.4	51.9	-22.6
	ACHIEVED	22	32	28	
	WROTE	30	43	54	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
ALIWAL NORTH HIGH SCHOOL - 4271001	% ACHIEVED	93.5	97.9	96.6	-1.4
	ACHIEVED	86	95	84	
	WROTE	92	97	87	
ALPHENDALE SECONDARY SCHOOL - 4321002	% ACHIEVED	60.2	78.2	70.3	-7.9
	ACHIEVED	97	97	128	
	WROTE	161	124	182	
ALTHORPE COLLEGE - 4322003	% ACHIEVED	69.5	90.0	74.3	-15.7
	ACHIEVED	41	18	26	
	WROTE	59	20	35	
AMABELE SENIOR SECONDARY SCHOOL - 4301001	% ACHIEVED	80.0	63.6	42.1	-21.5
	ACHIEVED	28	28	16	
	WROTE	35	44	38	
AMABHELE HIGH SCHOOL - 4311004	% ACHIEVED	9.1	42.9	53.3	10.5
	ACHIEVED	1	6	8	
	WROTE	11	14	15	
AMAZIZI SENIOR SECONDARY SCHOOL - 4311006	% ACHIEVED	75.7	87.5	84.0	-3.5
	ACHIEVED	56	70	63	
	WROTE	74	80	75	
ARCADIA SENIOR SECONDARY SCHOOL - 4341003	% ACHIEVED	63.3	72.2	50.5	-21.7
	ACHIEVED	19	13	48	
	WROTE	30	18	95	
ARCHIE VELILE S S S - 4321004	% ACHIEVED	87.1	61.8	70.2	8.4
	ACHIEVED	54	55	66	
	WROTE	62	89	94	
ARTHUR MFEBE SENIOR SECONDARY SCHOOL - 4261002	% ACHIEVED	74.4	97.7	81.3	-16.4
	ACHIEVED	29	42	52	
	WROTE	39	43	64	
ARTHUR NGUNGA SENIOR SECONDARY SCHOOL - 4251001	% ACHIEVED	52.1	76.3	38.7	-37.7
	ACHIEVED	63	71	53	
	WROTE	121	93	137	
ASHERVILLE SENIOR SECONDARY SCHOOL - 4351004	% ACHIEVED	32.8	77.6	35.1	-42.5
	ACHIEVED	19	38	20	
	WROTE	58	49	57	
ATTWELL MADALA HIGH SCHOOL - 4291002	% ACHIEVED	76.2	78.5	55.2	-23.4
	ACHIEVED	154	150	139	
	WROTE	202	191	252	
AZARIEL SENIOR SECONDARY SCHOOL - 4251002	% ACHIEVED	49.3	63.8	55.1	-8.7
	ACHIEVED	37	44	27	
	WROTE	75	69	49	
B KAT SENIOR SECONDARY SCHOOL - 4321005	% ACHIEVED	41.7	85.7	57.1	-28.6
	ACHIEVED	5	12	8	
	WROTE	12	14	14	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
BADI SENIOR SECONDARY SCHOOL - 4301002	% ACHIEVED	53.3	82.0	70.1	-11.9
	ACHIEVED	32	41	47	
	WROTE	60	50	67	
BALENI SENIOR SECONDARY SCHOOL - 4241002	% ACHIEVED	64.6	83.2	61.1	-22.1
	ACHIEVED	73	84	91	
	WROTE	113	101	149	
BAMBILANGA SENIOR SECONDARY SCHOOL - 4291003	% ACHIEVED	52.9	80.6	56.7	-23.9
	ACHIEVED	18	25	38	
	WROTE	34	31	67	
BARKLY EAST HIGH SCHOOL - 4271002	% ACHIEVED	97.3	88.2	75.0	-13.2
	ACHIEVED	36	15	30	
	WROTE	37	17	40	
BASHEE SENIOR SECONDARY SCHOOL - 4301003	% ACHIEVED	63.5	77.4	52.4	-25.0
	ACHIEVED	61	48	44	
	WROTE	96	62	84	
BATANDWA NDONDO SENIOR SECONDARY SCH - 4261003	% ACHIEVED	74.2	81.5	36.4	-45.1
	ACHIEVED	23	22	12	
	WROTE	31	27	33	
BAZINDLOVU SENIOR SECONDARY SCHOOL - 4291004	% ACHIEVED	67.1	82.1	78.4	-3.7
	ACHIEVED	112	133	152	
	WROTE	167	162	194	
BEACONHURST SCHOOL - 4321006	% ACHIEVED	98.5	100.0	93.5	-6.5
	ACHIEVED	67	48	58	
	WROTE	68	48	62	
BELE ZINGCUKA TECHNICAL COLLEGE - 4291005	% ACHIEVED	63.0	93.5	92.3	-1.2
	ACHIEVED	29	29	36	
	WROTE	46	31	39	
BEN MALI SENIOR SECONDARY SCHOOL - 4281001	% ACHIEVED	75.0	86.7	57.1	-29.5
	ACHIEVED	75	65	56	
	WROTE	100	75	98	
BENGU AGRICULTURAL HIGH SCHOOL - 4331002	% ACHIEVED	82.6	75.0	50.0	-25.0
	ACHIEVED	19	15	9	
	WROTE	23	20	18	
BERGVIEW COLLEGE - 4252003	% ACHIEVED	97.6	87.8	76.5	-11.3
	ACHIEVED	41	43	39	
	WROTE	42	49	51	
BERTRAM SENIOR SECONDARY SCHOOL - 4341004	% ACHIEVED	63.1	80.4	62.5	-17.9
	ACHIEVED	65	45	60	
	WROTE	103	56	96	
BETHANIA SENIOR SECONDARY SCHOOL - 4271003	% ACHIEVED	100.0	91.7	92.1	0.4
	ACHIEVED	12	44	58	
	WROTE	12	48	63	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
BETHEL COLLEGE HIGH SCHOOL - 4302004	% ACHIEVED	68.8	68.2	93.1	24.9
	ACHIEVED	22	15	27	
	WROTE	32	22	29	
BETHELSDORP COMPREHENSIVE SCHOOL - 4341005	% ACHIEVED	77.1	69.4	63.4	-6.0
	ACHIEVED	54	75	78	
	WROTE	70	108	123	
BHEKIZULU SENIOR SECONDARY SCHOOL - 4281002	% ACHIEVED	62.2	71.4	54.6	-16.8
	ACHIEVED	51	50	77	
	WROTE	82	70	141	
BHISHO HIGH SCHOOL - 4321007	% ACHIEVED	76.8	76.3	76.2	-0.1
	ACHIEVED	169	161	138	
	WROTE	220	211	181	
BHONGOLETHU SENIOR SECONDARY SCHOOL - 4321008	% ACHIEVED	49.2	74.1	65.0	-9.1
	ACHIEVED	32	43	39	
	WROTE	65	58	60	
BISHOP DEMONT SECONDARY SCHOOL - 4271004	% ACHIEVED	51.4	72.7	46.9	-25.9
	ACHIEVED	19	16	30	
	WROTE	37	22	64	
BIZANA SENIOR SECONDARY SCHOOL - 4241003	% ACHIEVED	92.5	86.7	53.0	-33.8
	ACHIEVED	234	268	196	
	WROTE	253	309	370	
BLIKANA SENIOR SECONDARY SCHOOL - 4271005	% ACHIEVED	47.9	70.6	39.7	-30.9
	ACHIEVED	23	24	23	
	WROTE	48	34	58	
BLYLETTS COMBINED SCHOOL - 4321009	% ACHIEVED	98.4	88.9	75.6	-13.3
	ACHIEVED	62	72	65	
	WROTE	63	81	86	
BLYTHSWOOD INSTITUTION - 4301005	% ACHIEVED	68.0	56.9	46.0	-10.8
	ACHIEVED	66	58	64	
	WROTE	97	102	139	
BODWENI SENIOR SECONDARY SCHOOL - 4281003	% ACHIEVED	57.8	73.3	45.3	-28.1
	ACHIEVED	26	33	24	
	WROTE	45	45	53	
BOMELA SENIOR SECONDARY SCHOOL - 4301006	% ACHIEVED	81.5	78.3	71.4	-6.8
	ACHIEVED	22	18	15	
	WROTE	27	23	21	
BONKOLO SENIOR SECONDARY SCHOOL - 4301008	% ACHIEVED	50.3	48.2	40.9	-7.3
	ACHIEVED	92	54	18	
	WROTE	183	112	44	
BONXA HIGH SCHOOL - 4251004	% ACHIEVED	87.1	74.0	71.7	-2.3
	ACHIEVED	148	97	114	
	WROTE	170	131	159	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
BOOYSEN PARK SECONDARY SCHOOL - 4341006	% ACHIEVED	35.9	65.3	47.3	-18.0
	ACHIEVED	33	47	44	
	WROTE	92	72	93	
BOTHA SGCAU SENIOR SECONDARY SCHOOL - 4281004	% ACHIEVED	81.3	96.8	51.2	-45.6
	ACHIEVED	13	30	22	
	WROTE	16	31	43	
BRANDWAG HIGH SCHOOL - 4341007	% ACHIEVED	100.0	98.1	97.4	-0.7
	ACHIEVED	138	154	150	
	WROTE	138	157	154	
BREIDBACH SENIOR SECONDARY SCHOOL - 4321010	% ACHIEVED	78.8	74.5	59.3	-15.2
	ACHIEVED	108	73	67	
	WROTE	137	98	113	
BROOKSNEK SENIOR SECONDARY SCHOOL - 4251005	% ACHIEVED	47.6	52.9	50.0	-2.9
	ACHIEVED	10	9	10	
	WROTE	21	17	20	
BRYLIN HIGH SCHOOL - 4342008	% ACHIEVED	90.0	88.9	100.0	11.1
	ACHIEVED	9	16	17	
	WROTE	10	18	17	
BUBELE SENIOR SECONDARY SCHOOL - 4331092	% ACHIEVED	60.0	62.5	40.0	-22.5
	ACHIEVED	6	5	4	
	WROTE	10	8	10	
BUCHULE TECHNICAL HIGH SCHOOL - 4321011	% ACHIEVED	56.0	87.5	88.6	1.1
	ACHIEVED	28	28	78	
	WROTE	50	32	88	
BUKAZI SENIOR SECONDARY SCHOOL - 4281068	% ACHIEVED			81.6	
	ACHIEVED			31	
	WROTE			38	
BULELANI SENIOR SECONDARY SCHOOL - 4331003	% ACHIEVED	79.7	90.2	68.4	-21.8
	ACHIEVED	118	111	128	
	WROTE	148	123	187	
BURGERSDORP HIGH SCHOOL - 4271006	% ACHIEVED	93.2	94.5	96.3	1.8
	ACHIEVED	41	52	52	
	WROTE	44	55	54	
BUTTERWORTH HIGH SCHOOL - 4301009	% ACHIEVED	89.3	97.3	77.5	-19.8
	ACHIEVED	75	71	93	
	WROTE	84	73	120	
BUTTERWORTH REVIVAL CHRISTIAN SCHOOL - 4302090	% ACHIEVED	46.2	100.0	0.0	-100.0
	ACHIEVED	36	48	0	
	WROTE	78	48	0	
BUWA SENIOR SECONDARY SCHOOL - 4291006	% ACHIEVED	75.0	75.9	44.4	-31.4
	ACHIEVED	18	22	16	
	WROTE	24	29	36	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
CACADU SENIOR SECONDARY SCHOOL - 4331004	% ACHIEVED	61.8	78.3	61.5	-16.7
	ACHIEVED	21	18	16	
	WROTE	34	23	26	
CALA SENIOR SECONDARY SCHOOL - 4261005	% ACHIEVED	48.3	51.2	58.2	7.0
	ACHIEVED	42	42	39	
	WROTE	87	82	67	
CALA VILLAGE SENIOR SECONDARY SCHOOL - 4261059	% ACHIEVED	50.5	62.6	63.4	0.8
	ACHIEVED	56	77	85	
	WROTE	111	123	134	
CAMBRIDGE HIGH SCHOOL - 4321012	% ACHIEVED	96.0	96.0	95.7	-0.4
	ACHIEVED	170	170	176	
	WROTE	177	177	184	
CAMERON NGUDLE S S S - 4291007	% ACHIEVED	92.9	92.0	90.0	-2.0
	ACHIEVED	26	23	36	
	WROTE	28	25	40	
CANGCI COMPREHENSIVE TECHNICAL HIGH - 4241004	% ACHIEVED	97.6	88.8	68.5	-20.3
	ACHIEVED	81	103	122	
	WROTE	83	116	178	
CANNAN ACADEMY - 4322122	% ACHIEVED	65.0	52.9	88.6	35.6
	ACHIEVED	26	18	31	
	WROTE	40	34	35	
CAPE RECIFE HIGH SCHOOL - 4343009	% ACHIEVED	75.9	93.3	91.7	-1.7
	ACHIEVED	22	28	22	
	WROTE	29	30	24	
CAREL DU TOIT HIGH SCHOOL - 4351005	% ACHIEVED	69.2	40.5	27.8	-12.8
	ACHIEVED	9	15	10	
	WROTE	13	37	36	
CATHCART HIGH SCHOOL - 4311007	% ACHIEVED	100.0	97.0	97.0	0.0
	ACHIEVED	73	65	65	
	WROTE	73	67	67	
CEDARVILLE PUBLIC SCHOOL - 4251006	% ACHIEVED	80.9	90.6	73.9	-16.7
	ACHIEVED	38	29	34	
	WROTE	47	32	46	
CENTRE OF EXCELLENCE - 4322013	% ACHIEVED	80.3	75.2	85.4	10.2
	ACHIEVED	114	97	111	
	WROTE	142	129	130	
CHAPMAN HIGH SCHOOL - 4341010	% ACHIEVED	84.9	83.5	80.3	-3.2
	ACHIEVED	90	91	110	
	WROTE	106	109	137	
CHARLES MORGAN PUBLIC SCHOOL - 4321014	% ACHIEVED	34.5	48.3	40.9	-7.4
	ACHIEVED	19	14	18	
	WROTE	55	29	44	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
CHATTY SENIOR SECONDARY SCHOOL - 4341011	% ACHIEVED	45.9	37.5	54.5	17.0
	ACHIEVED	34	30	36	
	WROTE	74	80	66	
CHIEF DUMILE SENIOR SECONDARY SCHOOL - 4241005	% ACHIEVED	88.3	87.5	72.8	-14.7
	ACHIEVED	144	112	99	
	WROTE	163	128	136	
CHIEF HENRY BOKLENI SENIOR SECONDARY - 4281005	% ACHIEVED	25.0	82.1	54.3	-27.8
	ACHIEVED	65	69	82	
	WROTE	260	84	151	
CHIEF N Z MTIRARA S S S - 4291008	% ACHIEVED	57.5	83.8	38.1	-45.7
	ACHIEVED	23	57	24	
	WROTE	40	68	63	
CHRIST THE KING INT SCHOOL - 4292103	% ACHIEVED	32.4	56.1	70.6	14.4
	ACHIEVED	23	32	24	
	WROTE	71	57	34	
CHUBEKILE SENIOR SECONDARY SCHOOL - 4341012	% ACHIEVED	47.5	56.7	71.1	14.3
	ACHIEVED	28	38	27	
	WROTE	59	67	38	
CIBENI SENIOR SECONDARY SCHOOL - 4281006	% ACHIEVED	73.9	72.7	90.3	17.6
	ACHIEVED	164	253	334	
	WROTE	222	348	370	
CINGANI HIGH SCHOOL - 4341013	% ACHIEVED	76.7	92.0	76.2	-15.7
	ACHIEVED	46	80	77	
	WROTE	60	87	101	
CLARENDON GIRLS HIGH SCHOOL - 4321015	% ACHIEVED	100.0	98.6	100.0	1.4
	ACHIEVED	132	140	136	
	WROTE	132	142	136	
CLARKEBURY SENIOR SECONDARY SCHOOL - 4261006	% ACHIEVED	67.5	81.8	83.7	1.9
	ACHIEVED	114	63	118	
	WROTE	169	77	141	
COFIMVABA SENIOR SECONDARY SCHOOL - 4261007	% ACHIEVED	79.3	71.7	62.6	-9.1
	ACHIEVED	268	231	236	
	WROTE	338	322	377	
COLANA SENIOR SECONDARY SCHOOL - 4251007	% ACHIEVED	40.0	64.3	53.3	-11.0
	ACHIEVED	30	90	176	
	WROTE	75	140	330	
COLLEGIATE GIRLS HIGH SCHOOL - 4341014	% ACHIEVED	100.0	100.0	100.0	0.0
	ACHIEVED	135	156	126	
	WROTE	135	156	126	
COLOSA SENIOR SECONDARY SCHOOL - 4301011	% ACHIEVED	67.8	86.7	65.8	-20.9
	ACHIEVED	97	72	77	
	WROTE	143	83	117	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
COOKHOUSE SENIOR SECONDARY SCHOOL - 4351006	% ACHIEVED	20.0	25.0	40.0	15.0
	ACHIEVED	4	5	4	
	WROTE	20	20	10	
COSELELANI SENIOR SECONDARY SCHOOL - 4341015	% ACHIEVED	52.4	100.0	77.8	-22.2
	ACHIEVED	11	11	21	
	WROTE	21	11	27	
COWAN HIGH SCHOOL - 4341016	% ACHIEVED	67.4	88.9	73.9	-15.0
	ACHIEVED	87	96	130	
	WROTE	129	108	176	
CRADOCK HIGH SCHOOL - 4331005	% ACHIEVED	95.7	98.6	94.3	-4.3
	ACHIEVED	66	71	66	
	WROTE	69	72	70	
CRADOCK PRISON - 4334006	% ACHIEVED	100.0	100.0	87.5	-12.5
	ACHIEVED	7	23	21	
	WROTE	7	23	24	
CUNNINGHAM SENIOR SECONDARY SCHOOL - 4301012	% ACHIEVED	74.4	84.4	71.1	-13.4
	ACHIEVED	29	38	27	
	WROTE	39	45	38	
CWECWENI SENIOR SECONDARY SCHOOL - 4261008	% ACHIEVED	79.7	86.2	55.8	-30.4
	ACHIEVED	47	50	43	
	WROTE	59	58	77	
D M SKOSANA SENIOR SECONDARY SCHOOL - 4261009	% ACHIEVED	45.3	72.5	64.6	-7.9
	ACHIEVED	24	29	31	
	WROTE	53	40	48	
D Z DUMEZWENI S S S - 4281007	% ACHIEVED	84.9	91.4	83.1	-8.3
	ACHIEVED	79	64	69	
	WROTE	93	70	83	
DALE COLLEGE BOYS HIGH SCHOOL - 4321016	% ACHIEVED	74.8	80.6	95.6	15.0
	ACHIEVED	83	83	87	
	WROTE	111	103	91	
DALIBASO SENIOR SECONDARY SCHOOL - 4291009	% ACHIEVED	79.5	69.3	41.1	-28.2
	ACHIEVED	268	262	116	
	WROTE	337	378	282	
DALIBUNGA COMPREHENSIVE HIGH SCHOOL - 4281008	% ACHIEVED	74.0	84.2	74.0	-10.2
	ACHIEVED	37	32	37	
	WROTE	50	38	50	
DALINDYEBO SENIOR SECONDARY SCHOOL - 4291010	% ACHIEVED	75.4	53.6	39.6	-13.9
	ACHIEVED	89	105	67	
	WROTE	118	196	169	
DALIWONGA SENIOR SECONDARY SCHOOL - 4261010	% ACHIEVED	68.6	60.3	47.8	-12.5
	ACHIEVED	59	38	55	
	WROTE	86	63	115	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
DALUBUHLE HIGH SCHOOL - 4311008	% ACHIEVED	59.3	70.6	50.0	-20.6
	ACHIEVED	16	12	9	
	WROTE	27	17	18	
DALUHLANGA SENIOR SECONDARY SCHOOL - 4251008	% ACHIEVED	64.9	89.1	50.5	-38.6
	ACHIEVED	50	41	48	
	WROTE	77	46	95	
DALUHLANGA SENIOR SECONDARY SCHOOL - 4291011	% ACHIEVED	80.0	92.9	56.5	-36.3
	ACHIEVED	12	13	13	
	WROTE	15	14	23	
DALUHLANGA SENIOR SECONDARY SCHOOL - 4301013	% ACHIEVED	76.0	90.2	63.8	-26.4
	ACHIEVED	38	37	30	
	WROTE	50	41	47	
DALUKHANYO SENIOR SECONDARY SCHOOL - 4291012	% ACHIEVED	28.6	68.3	43.3	-25.0
	ACHIEVED	8	28	13	
	WROTE	28	41	30	
DANGWANA SENIOR SECONDARY SCHOOL - 4251009	% ACHIEVED	80.3	79.8	62.6	-17.2
	ACHIEVED	98	71	87	
	WROTE	122	89	139	
DANIEL PIENAAR THS - 4341017	% ACHIEVED	97.0	87.6	87.0	-0.6
	ACHIEVED	131	113	120	
	WROTE	135	129	138	
DAVID LIVINGSTONE SENIOR SECONDARY - 4341018	% ACHIEVED	40.0	58.1	52.9	-5.1
	ACHIEVED	18	18	18	
	WROTE	45	31	34	
DAVID MAMA HIGH SCHOOL - 4321017	% ACHIEVED	81.2	93.3	92.9	-0.5
	ACHIEVED	56	42	52	
	WROTE	69	45	56	
DILIZINTABA SENIOR SECONDARY SCHOOL - 4291013	% ACHIEVED	75.5	60.4	46.6	-13.9
	ACHIEVED	40	29	27	
	WROTE	53	48	58	
DILIZINTABA SENIOR SECONDARY SCHOOL - 4311009	% ACHIEVED	43.5	46.7	60.0	13.3
	ACHIEVED	10	7	9	
	WROTE	23	15	15	
DIMANDA SENIOR SECONDARY SCHOOL - 4281009	% ACHIEVED	86.6	81.9	78.5	-3.4
	ACHIEVED	129	140	102	
	WROTE	149	171	130	
DIMBAZA CENTRAL JUNIOR SECONDARY SCH - 4321018	% ACHIEVED	52.0	64.7	66.7	2.0
	ACHIEVED	13	11	16	
	WROTE	25	17	24	
DINIZULU SENIOR SECONDARY SCHOOL - 4271008	% ACHIEVED	51.6	86.7	81.5	-5.2
	ACHIEVED	16	26	22	
	WROTE	31	30	27	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
DINIZULU SENIOR SECONDARY SCHOOL - 4301014	% ACHIEVED	79.8	88.9	83.9	-5.0
	ACHIEVED	71	88	47	
	WROTE	89	99	56	
DOLOPHINI SENIOR SECONDARY SCHOOL - 4261011	% ACHIEVED	37.3	0.0	54.5	
	ACHIEVED	19	0	18	
	WROTE	51	14	33	
DONDASHE SENIOR SECONDARY SCHOOL - 4301015	% ACHIEVED	47.3	85.2	65.7	-19.5
	ACHIEVED	26	23	23	
	WROTE	55	27	35	
DONDASHE SENIOR SECONDARY SCHOOL - 4311010	% ACHIEVED	37.5	100.0	30.8	-69.2
	ACHIEVED	6	7	4	
	WROTE	16	7	13	
DORDRECHT HIGH SCHOOL - 4331007	% ACHIEVED	96.2	88.2	100.0	11.8
	ACHIEVED	25	30	30	
	WROTE	26	34	30	
DOUGLAS MBOPA SENIOR SECONDARY - 4341019	% ACHIEVED	80.7	94.6	86.2	-8.4
	ACHIEVED	67	139	162	
	WROTE	83	147	188	
DUDUMAYO SENIOR SECONDARY SCHOOL - 4291014	% ACHIEVED	65.8	83.8	74.5	-9.3
	ACHIEVED	171	88	117	
	WROTE	260	105	157	
DUDUMENI HIGH SCHOOL - 4241006	% ACHIEVED	96.8	91.7	79.4	-12.3
	ACHIEVED	61	55	54	
	WROTE	63	60	68	
DUMALISILE COMPREHENSIVE HIGH SCHOOL - 4301016	% ACHIEVED	70.7	65.5	38.2	-27.3
	ACHIEVED	29	19	34	
	WROTE	41	29	89	
DUMALISILE SENIOR SECONDARY SCHOOL - 4321019	% ACHIEVED	17.6	45.5	50.0	4.5
	ACHIEVED	3	5	4	
	WROTE	17	11	8	
DUMEZWENI SENIOR SECONDARY SCHOOL - 4251010	% ACHIEVED	78.7	87.0	73.4	-13.6
	ACHIEVED	170	174	146	
	WROTE	216	200	199	
DUMRANA SENIOR SECONDARY SCHOOL - 4291015	% ACHIEVED	60.0	74.3	60.0	-14.3
	ACHIEVED	21	26	30	
	WROTE	35	35	50	
DUMSI COMPREHENSIVE HIGH SCHOOL - 4241007	% ACHIEVED	87.1	79.5	76.5	-3.0
	ACHIEVED	54	35	75	
	WROTE	62	44	98	
DUMSI SENIOR SECONDARY SCHOOL - 4251011	% ACHIEVED	83.7	85.7	55.8	-30.0
	ACHIEVED	77	66	63	
	WROTE	92	77	113	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
DWEBA SENIOR SECONDARY SCHOOL - 4291016	% ACHIEVED	88.4	83.6	87.5	3.9
	ACHIEVED	38	46	49	
	WROTE	43	55	56	
E N SEKU SENIOR SECONDARY SCHOOL - 4291017	% ACHIEVED	80.8	89.3	60.7	-28.6
	ACHIEVED	21	25	37	
	WROTE	26	28	61	
EAST LONDON SCIENCE COLLEGE - 4322020	% ACHIEVED	84.0	91.8	91.8	0.0
	ACHIEVED	63	67	56	
	WROTE	75	73	61	
EAST LONDON SECONDARY SCHOOL - 4321021	% ACHIEVED	71.2	55.0	67.2	12.2
	ACHIEVED	37	22	39	
	WROTE	52	40	58	
EBENEZER MAJOMBOZI HIGH SCHOOL - 4321022	% ACHIEVED	72.0	83.2	95.3	12.2
	ACHIEVED	72	94	123	
	WROTE	100	113	129	
EBENEZER NYATHI SENIOR SECONDARY - 4271009	% ACHIEVED	79.0	88.9	74.6	-14.3
	ACHIEVED	49	48	44	
	WROTE	62	54	59	
ECHIBINI SENIOR SECONDARY SCHOOL - 4331008	% ACHIEVED	43.8	100.0	84.2	-15.8
	ACHIEVED	7	13	32	
	WROTE	16	13	38	
EDU-COLLEGE HIGH SCHOOL - 4342021	% ACHIEVED	78.9	68.2	73.1	4.9
	ACHIEVED	15	15	19	
	WROTE	19	22	26	
EDWARD ZIBI SENIOR SECONDARY SCHOOL - 4271010	% ACHIEVED	56.4	86.4	75.0	-11.4
	ACHIEVED	44	89	93	
	WROTE	78	103	124	
EFATA SCHOOL FOR THE BLIND & DEAF - 4293018	% ACHIEVED	100.0	85.7	57.1	-28.6
	ACHIEVED	9	6	4	
	WROTE	9	7	7	
EGQILI SENIOR SECONDARY SCHOOL - 4271011	% ACHIEVED	88.5	64.3	52.4	-11.9
	ACHIEVED	92	63	88	
	WROTE	104	98	168	
EKUPHUMLENI HIGH SCHOOL - 4331009	% ACHIEVED	73.9	80.0	90.2	10.2
	ACHIEVED	164	140	157	
	WROTE	222	175	174	
EKUPHUMLENI SENIOR SECONDARY SCHOOL - 4331010	% ACHIEVED	48.1	76.7	62.5	-14.2
	ACHIEVED	13	23	25	
	WROTE	27	30	40	
EL SHADDAI CHRISTIAN ACADEMY - 4352055	% ACHIEVED			83.3	
	ACHIEVED			10	
	WROTE			12	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
ELLIOT HIGH SCHOOL - 4261012	% ACHIEVED	58.3	73.7	88.0	14.3
	ACHIEVED	14	14	22	
	WROTE	24	19	25	
ELLIOTDALE TECH - 4301017	% ACHIEVED	73.7	77.9	51.8	-26.1
	ACHIEVED	115	102	88	
	WROTE	156	131	170	
ELSEN ACADEMY - 4343022	% ACHIEVED	100.0			
	ACHIEVED	6			
	WROTE	6			
ELUKHANYISWENI COLLEGE - 4302091	% ACHIEVED	37.5	83.3		-83.3
	ACHIEVED	3	5	0	
	WROTE	8	6	0	
ELUKHANYISWENI SENIOR SCHOOL - 4311011	% ACHIEVED	82.8	50.0	55.3	5.3
	ACHIEVED	24	17	21	
	WROTE	29	34	38	
EMDENI SENIOR SECONDARY SCHOOL - 4311012	% ACHIEVED	50.0	70.6	50.0	-20.6
	ACHIEVED	12	24	17	
	WROTE	24	34	34	
EMFUNDWENI SENIOR SECONDARY SCHOOL - 4311013	% ACHIEVED	40.0	37.5	29.0	-8.5
	ACHIEVED	10	12	9	
	WROTE	25	32	31	
EMGWALI PUBLIC SCHOOL - 4311014	% ACHIEVED	46.9	42.9	50.0	7.1
	ACHIEVED	15	15	11	
	WROTE	32	35	22	
EMIZAMOYETHU SENIOR SECONDARY SCHOOL - 4261013	% ACHIEVED	60.7	64.3	58.8	-5.5
	ACHIEVED	51	63	70	
	WROTE	84	98	119	
EMMANUEL HIGH SCHOOL - 4302018	% ACHIEVED	86.8	93.1	93.5	0.4
	ACHIEVED	33	27	29	
	WROTE	38	29	31	
ENGOBO VILLAGE SENIOR SECONDARY - 4261014	% ACHIEVED	66.7	69.1	47.2	-21.9
	ACHIEVED	58	67	50	
	WROTE	87	97	106	
ENKWENKWEZINI SENIOR SECONDARY SCHOO - 4311015	% ACHIEVED	100.0	83.3	86.0	2.7
	ACHIEVED	24	30	37	
	WROTE	24	36	43	
ENOCH MAMBA SENIOR SECONDARY SCHOOL - 4301019	% ACHIEVED	69.5	84.8	88.6	3.8
	ACHIEVED	123	89	70	
	WROTE	177	105	79	
ENOCH SONTONGA SENIOR SECONDARY SCHO - 4321023	% ACHIEVED	76.0	77.0	75.0	-2.0
	ACHIEVED	76	47	54	
	WROTE	100	61	72	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
ENQABENI SENIOR SECONDARY SCHOOL - 4241008	% ACHIEVED	73.9	78.8	79.4	0.6
	ACHIEVED	51	67	81	
	WROTE	69	85	102	
ENYANISWENI SENIOR SECONDARY SCHOOL - 4241036	% ACHIEVED	59.6	84.3	78.8	-5.5
	ACHIEVED	65	75	89	
	WROTE	109	89	113	
ERIC MNTONGA HIGH SCHOOL - 4321024	% ACHIEVED	86.4	100.0	65.4	-34.6
	ACHIEVED	19	17	17	
	WROTE	22	17	26	
ETHEMBENI ENRICHMENT CENTRE - 4341023	% ACHIEVED	98.8	84.2	90.2	6.0
	ACHIEVED	79	64	55	
	WROTE	80	76	61	
ETHEMBENI SECONDARY SCHOOL - 4271012	% ACHIEVED	70.1	79.7	73.6	-6.1
	ACHIEVED	54	63	67	
	WROTE	77	79	91	
EXCELSIOR SENIOR SECONDARY SCHOOL - 4291019	% ACHIEVED	98.6	97.1	95.6	-1.5
	ACHIEVED	73	101	109	
	WROTE	74	104	114	
EXECUTIVE ACADEMY - 4302020	% ACHIEVED	76.3	81.0	78.5	-2.5
	ACHIEVED	316	320	355	
	WROTE	414	395	452	
EYABANTU SENIOR SECONDARY SCHOOL - 4311016	% ACHIEVED	16.0	46.7	58.6	12.0
	ACHIEVED	4	7	17	
	WROTE	25	15	29	
EZ KABANE HIGH SCHOOL - 4341020	% ACHIEVED	40.0	62.9	62.9	0.0
	ACHIEVED	18	22	22	
	WROTE	45	35	35	
EZINGCUKA SENIOR SECONDARY SCHOOL - 4301021	% ACHIEVED	44.2	65.9	75.6	9.7
	ACHIEVED	53	56	68	
	WROTE	120	85	90	
EZINGQAYI SENIOR SECONDARY SCHOOL - 4301022	% ACHIEVED	62.7	63.5	69.7	6.2
	ACHIEVED	52	54	46	
	WROTE	83	85	66	
EZIZWENI SENIOR SECONDARY SCHOOL - 4301023	% ACHIEVED	87.5	86.8	55.8	-31.0
	ACHIEVED	70	66	43	
	WROTE	80	76	77	
FALO SENIOR SECONDARY SCHOOL - 4261015	% ACHIEVED	55.7	41.5	67.6	26.2
	ACHIEVED	34	17	23	
	WROTE	61	41	34	
FALTEIN SENIOR SECONDARY SCHOOL - 4261060	% ACHIEVED		93.3	100.0	6.7
	ACHIEVED		14	10	
	WROTE		15	10	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
FLAGSTAFF COMPREHENSIVE SCHOOL - 4281010	% ACHIEVED	65.4	89.3	55.6	-33.6
	ACHIEVED	70	50	74	
	WROTE	107	56	133	
FOCUSED HIGH SCHOOL - 4252012	% ACHIEVED	92.7	88.6	81.6	-7.0
	ACHIEVED	38	31	31	
	WROTE	41	35	38	
FORBES GRANT SENIOR SECONDARY SCHOOL - 4321025	% ACHIEVED	48.8	75.6	54.0	-21.6
	ACHIEVED	21	31	27	
	WROTE	43	41	50	
FORT MALAN SENIOR SECONDARY SCHOOL - 4301024	% ACHIEVED	93.6	89.8	86.2	-3.6
	ACHIEVED	44	44	56	
	WROTE	47	49	65	
FRANK ZIBI AGRICULTURAL HIGH SCHOOL - 4271051	% ACHIEVED		65.2	82.0	16.8
	ACHIEVED		15	41	
	WROTE		23	50	
FREEMANTLE SENIOR SECONDARY SCHOOL - 4331011	% ACHIEVED	96.2	96.7	77.6	-19.0
	ACHIEVED	76	58	66	
	WROTE	79	60	85	
FUNDA HIGH SCHOOL - 4331012	% ACHIEVED	80.0	63.3	53.6	-9.6
	ACHIEVED	40	62	37	
	WROTE	50	98	69	
FUNDANI HIGH SCHOOL - 4311017	% ACHIEVED	33.9	75.5	77.9	2.5
	ACHIEVED	37	40	53	
	WROTE	109	53	68	
FUNIWE SENIOR SECONDARY SCHOOL - 4321026	% ACHIEVED	97.0	97.8	93.8	-4.1
	ACHIEVED	32	45	60	
	WROTE	33	46	64	
GAMBLE STREET SECONDARY SCHOOL - 4341024	% ACHIEVED	58.2	68.0	58.1	-9.9
	ACHIEVED	64	102	86	
	WROTE	110	150	148	
GANIZULU SENIOR SECONDARY SCHOOL - 4301025	% ACHIEVED	52.6	93.1	72.6	-20.5
	ACHIEVED	164	121	127	
	WROTE	312	130	175	
GASELA HIGH SCHOOL - 4321027	% ACHIEVED	59.4	87.9	75.9	-12.0
	ACHIEVED	19	29	22	
	WROTE	32	33	29	
GCATO SENIOR SECONDARY SCHOOL - 4311018	% ACHIEVED	62.5	88.0	86.4	-1.6
	ACHIEVED	10	22	19	
	WROTE	16	25	22	
GCINIBUZWE COMBINED SCHOOL - 4351007	% ACHIEVED	25.0	88.9	100.0	11.1
	ACHIEVED	1	8	8	
	WROTE	4	9	8	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
GCINUBUZWE SENIOR SECONDARY SCHOOL - 4331013	% ACHIEVED	50.0	69.6	48.9	-20.6
	ACHIEVED	23	32	23	
	WROTE	46	46	47	
GCINUMTHETHO SENIOR SECONDARY SCHOOL - 4281011	% ACHIEVED	64.0	50.0	47.2	-2.8
	ACHIEVED	57	42	111	
	WROTE	89	84	235	
GCISA SENIOR SECONDARY SCHOOL - 4291020	% ACHIEVED	87.5	88.2	39.4	-48.8
	ACHIEVED	14	15	13	
	WROTE	16	17	33	
GEBUZA SECONDARY SCHOOL - 4281069	% ACHIEVED	15.8	44.1	91.7	47.5
	ACHIEVED	9	15	22	
	WROTE	57	34	24	
GEJU HIGH SCHOOL - 4311019	% ACHIEVED	25.0	40.9	76.2	35.3
	ACHIEVED	4	9	16	
	WROTE	16	22	21	
GELVANDALE HIGH SCHOOL - 4341025	% ACHIEVED	64.7	82.8	69.6	-13.2
	ACHIEVED	66	77	55	
	WROTE	102	93	79	
GENERAL MAQHUTYANA TECHNICAL HIGH SC - 4291105	% ACHIEVED		94.7	96.4	1.7
	ACHIEVED		18	54	
	WROTE		19	56	
GENGQE SENIOR SECONDARY SCHOOL - 4291021	% ACHIEVED	44.4	85.7	55.6	-30.2
	ACHIEVED	8	12	30	
	WROTE	18	14	54	
GEORGE MQALO HIGH SCHOOL - 4311020	% ACHIEVED	50.0	77.8	68.4	-9.4
	ACHIEVED	8	7	13	
	WROTE	16	9	19	
GEORGE RANDELL HIGH SCHOOL - 4321028	% ACHIEVED	90.9	84.6	93.7	9.1
	ACHIEVED	80	66	89	
	WROTE	88	78	95	
GET AHEAD - 4332014	% ACHIEVED	92.2	77.7	91.5	13.9
	ACHIEVED	47	73	65	
	WROTE	51	94	71	
GILL COLLEGE - 4351008	% ACHIEVED	100.0	95.8	96.2	0.4
	ACHIEVED	57	46	51	
	WROTE	57	48	53	
GLOBAL LEADERSHIP ACADEMY - 4352054	% ACHIEVED	100.0	100.0	100.0	0.0
	ACHIEVED	47	46	61	
	WROTE	47	46	61	
GOBE COMMERCIAL SCHOOL - 4301026	% ACHIEVED	100.0	100.0	79.5	-20.5
	ACHIEVED	48	51	70	
	WROTE	48	51	88	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
GOBINAMBA SENIOR SECONDARY SCHOOL - 4261016	% ACHIEVED	50.0	78.3	45.0	-33.3
	ACHIEVED	19	18	18	
	WROTE	38	23	40	
GOBINAMBA SENIOR SECONDARY SCHOOL - 4291022	% ACHIEVED	68.4	86.0	55.6	-30.4
	ACHIEVED	39	43	35	
	WROTE	57	50	63	
GOBINAMBA TECH COMM SENIOR SECONDARY - 4281012	% ACHIEVED	46.6	59.0	27.9	-31.0
	ACHIEVED	89	23	31	
	WROTE	191	39	111	
GOBIZEMBE HIGH SCHOOL - 4311021	% ACHIEVED	70.0	81.8	74.1	-7.7
	ACHIEVED	14	18	20	
	WROTE	20	22	27	
GOBIZIZWE SENIOR SECONDARY SCHOOL - 4291023	% ACHIEVED	58.3	100.0	97.7	-2.3
	ACHIEVED	21	12	43	
	WROTE	36	12	44	
GONUBIE HIGH SCHOOL - 4321029	% ACHIEVED	91.4	91.0	97.0	5.9
	ACHIEVED	85	61	96	
	WROTE	93	67	99	
GOODHOPE SENIOR SECONDARY SCHOOL - 4321030	% ACHIEVED	52.8	88.9	100.0	11.1
	ACHIEVED	19	24	19	
	WROTE	36	27	19	
GRAEME COLLEGE BOYS HIGH - 4351010	% ACHIEVED	96.9	93.9	96.7	2.8
	ACHIEVED	62	46	58	
	WROTE	64	49	60	
GREENPOINT SECONDARY SCHOOL - 4321031	% ACHIEVED	95.3	87.0	84.9	-2.1
	ACHIEVED	102	100	135	
	WROTE	107	115	159	
GREENVILLE SENIOR SECONDARY SCHOOL - 4241009	% ACHIEVED	77.1	78.9	78.9	0.0
	ACHIEVED	54	45	45	
	WROTE	70	57	57	
GRENS HIGH SCHOOL - 4321032	% ACHIEVED	92.5	89.1	89.4	0.3
	ACHIEVED	99	82	76	
	WROTE	107	92	85	
GREY BOYS HIGH - 4341026	% ACHIEVED	98.8	98.4	98.3	-0.1
	ACHIEVED	161	180	173	
	WROTE	163	183	176	
GUMZANA SENIOR SECONDARY SCHOOL - 4241010	% ACHIEVED	58.2	79.1	71.0	-8.2
	ACHIEVED	57	125	171	
	WROTE	98	158	241	
GUSHIPHELA SENIOR SECONDARY SCHOOL - 4311023	% ACHIEVED	100.0	100.0	77.8	-22.2
	ACHIEVED	12	10	7	
	WROTE	12	10	9	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
GWABA COMBINED SCHOOL - 4321033	% ACHIEVED	64.0	54.5	23.5	-31.0
	ACHIEVED	16	12	4	
	WROTE	25	22	17	
GWADANA SENIOR SECONDARY SCHOOL - 4301027	% ACHIEVED	68.0	46.4	81.0	34.5
	ACHIEVED	17	13	17	
	WROTE	25	28	21	
GWARUBANA SENIOR SECONDARY SCHOOL - 4261017	% ACHIEVED	63.0	66.7	39.0	-27.6
	ACHIEVED	34	34	32	
	WROTE	54	51	82	
GWEBINDLALA SENIOR SECONDARY SCHOOL - 4281076	% ACHIEVED	100.0	100.0	74.2	-25.8
	ACHIEVED	5	11	23	
	WROTE	5	11	31	
GWEBITYALA SENIOR SECONDARY SCHOOL - 4301028	% ACHIEVED	74.4	82.3	73.5	-8.9
	ACHIEVED	119	149	144	
	WROTE	160	181	196	
GWELANE SENIOR SECONDARY SCHOOL - 4301029	% ACHIEVED	84.2	61.5	75.0	13.5
	ACHIEVED	32	24	39	
	WROTE	38	39	52	
GXABA SENIOR SECONDARY SCHOOL - 4281013	% ACHIEVED	75.3	78.0	67.3	-10.6
	ACHIEVED	58	99	66	
	WROTE	77	127	98	
H H MAJIZA SENIOR SECONDARY SCHOOL - 4311025	% ACHIEVED	68.4	73.7	65.5	-8.2
	ACHIEVED	13	14	19	
	WROTE	19	19	29	
HALA SENIOR SECONDARY SCHOOL - 4331093	% ACHIEVED	41.9	76.0	66.7	-9.3
	ACHIEVED	13	19	10	
	WROTE	31	25	15	
HANKEY SENIOR SECONDARY SCHOOL - 4351011	% ACHIEVED	42.4	48.8	46.3	-2.5
	ACHIEVED	28	39	31	
	WROTE	66	80	67	
HAPPY HOME ACADEMY - 4342102	% ACHIEVED	70.0	66.7	71.8	5.1
	ACHIEVED	28	18	28	
	WROTE	40	27	39	
HEALDTOWN HIGH SCHOOL - 4311026	% ACHIEVED	23.3	25.0	20.0	-5.0
	ACHIEVED	7	5	3	
	WROTE	30	20	15	
HECTOR PETERSON HIGH SCHOOL - 4321034	% ACHIEVED	69.1	81.5	75.6	-5.8
	ACHIEVED	134	123	118	
	WROTE	194	151	156	
HENDRICK KANISE COMBINED SCHOOL - 4351012	% ACHIEVED	76.9	83.3	92.9	9.5
	ACHIEVED	10	15	26	
	WROTE	13	18	28	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
HEWU - 4331015	% ACHIEVED	31.0	20.0	23.1	3.1
	ACHIEVED	9	5	3	
	WROTE	29	25	13	
HEXAGON HIGH SCHOOL - 4331016	% ACHIEVED	94.6	87.5	90.1	2.6
	ACHIEVED	88	77	64	
	WROTE	93	88	71	
HILLBROW SENIOR SECONDARY SCHOOL - 4281014	% ACHIEVED	71.7	86.3	60.7	-25.6
	ACHIEVED	132	69	139	
	WROTE	184	80	229	
HILLSIDE SECONDARY SCHOOL - 4341027	% ACHIEVED	75.0	72.0	59.5	-12.5
	ACHIEVED	63	54	72	
	WROTE	84	75	121	
HLABATSHANE SENIOR SECONDARY SCHOOL - 4291024	% ACHIEVED	62.1	48.6	40.0	-8.6
	ACHIEVED	18	18	16	
	WROTE	29	37	40	
HLAMANDANA SENIOR SECONDARY SCHOOL - 4241011	% ACHIEVED	90.5	77.4	57.0	-20.4
	ACHIEVED	38	65	57	
	WROTE	42	84	100	
HLANGWINI SENIOR SECONDARY SCHOOL - 4251014	% ACHIEVED	62.5	64.3	35.7	-28.6
	ACHIEVED	20	18	15	
	WROTE	32	28	42	
HLOKOMA HIGH SCHOOL - 4321035	% ACHIEVED	71.6	80.6	48.0	-32.6
	ACHIEVED	48	29	24	
	WROTE	67	36	50	
HLUMANI HIGH SCHOOL - 4321036	% ACHIEVED	72.5	89.7	62.2	-27.4
	ACHIEVED	29	26	28	
	WROTE	40	29	45	
HOER VOLKSKOOL - 4351013	% ACHIEVED	94.2	100.0	96.7	-3.3
	ACHIEVED	49	50	58	
	WROTE	52	50	60	
HOERSKOOL ANDREW RABIE - 4341028	% ACHIEVED	94.6	90.2	96.2	6.0
	ACHIEVED	53	46	51	
	WROTE	56	51	53	
HOERSKOOL CILLIE - 4341029	% ACHIEVED	88.6	94.3	81.6	-12.7
	ACHIEVED	117	82	115	
	WROTE	132	87	141	
HOERSKOOL DE VOS MALAN - 4321037	% ACHIEVED	98.8	85.7	87.0	1.3
	ACHIEVED	83	48	47	
	WROTE	84	56	54	
HOERSKOOL DESPATCH - 4341031	% ACHIEVED	88.7	93.2	98.4	5.1
	ACHIEVED	118	110	120	
	WROTE	133	118	122	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
HOERSKOOL DF MALHERBE - 4341030	% ACHIEVED	96.3	100.0	95.7	-4.3
	ACHIEVED	105	115	110	
	WROTE	109	115	115	
HOERSKOOL FRAMESBY - 4341032	% ACHIEVED	96.7	96.4	98.8	2.4
	ACHIEVED	175	159	159	
	WROTE	181	165	161	
HOERSKOOL HANGKLIP - 4331017	% ACHIEVED	95.3	98.6	98.3	-0.3
	ACHIEVED	41	69	58	
	WROTE	43	70	59	
HOERSKOOL JANSEVILLE - 4351014	% ACHIEVED	81.8	86.5	100.0	13.5
	ACHIEVED	36	32	28	
	WROTE	44	37	28	
HOERSKOOL MCLACHLAN - 4351015	% ACHIEVED	100.0	91.3	100.0	8.7
	ACHIEVED	24	21	23	
	WROTE	24	23	23	
HOERSKOOL NICO MALAN - 4351016	% ACHIEVED	98.7	95.8	98.0	2.2
	ACHIEVED	152	137	150	
	WROTE	154	143	153	
HOERSKOOL OTTO DU PLESSIS - 4341033	% ACHIEVED	79.2	81.7	77.6	-4.1
	ACHIEVED	99	103	104	
	WROTE	125	126	134	
HOERSKOOL P J OLIVIER - 4351017	% ACHIEVED	83.3	100.0	96.6	-3.4
	ACHIEVED	25	20	28	
	WROTE	30	20	29	
HOHO SENIOR SECONDARY SCHOOL - 4321038	% ACHIEVED	37.5	0.0	61.3	
	ACHIEVED	18	0	19	
	WROTE	48	22	31	
HOLOMISA SENIOR SECONDARY SCHOOL - 4291025	% ACHIEVED	75.0	66.7	60.0	-6.7
	ACHIEVED	42	64	48	
	WROTE	56	96	80	
HOLY CROSS SENIOR SECONDARY SCHOOL - 4291100	% ACHIEVED	85.7	82.9	80.2	-2.6
	ACHIEVED	168	145	154	
	WROTE	196	175	192	
HOLYCROSS EDUCATION CENTRE - 4292027	% ACHIEVED	97.1	97.7	93.9	-3.8
	ACHIEVED	68	84	77	
	WROTE	70	86	82	
HUDSON PARK HIGH SCHOOL - 4321039	% ACHIEVED	97.0	97.5	98.4	0.9
	ACHIEVED	196	198	190	
	WROTE	202	203	193	
HUKU SENIOR SECONDARY SCHOOL - 4251015	% ACHIEVED	68.9	63.3	75.8	12.4
	ACHIEVED	71	57	75	
	WROTE	103	90	99	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
HUMANSDORP SENIOR SECONDARY SCHOOL - 4351018	% ACHIEVED	80.5	76.6	59.2	-17.4
	ACHIEVED	211	177	125	
	WROTE	262	231	211	
IDA HIGH SCHOOL - 4331018	% ACHIEVED	81.5	60.0	55.6	-4.4
	ACHIEVED	22	6	5	
	WROTE	27	10	9	
IDUTYWA SCHOOL OF EXCELLENCE - 4302030	% ACHIEVED	53.7	63.0	77.7	14.7
	ACHIEVED	137	199	146	
	WROTE	255	316	188	
IKAMVALESIZWE COMBINED SCHOOL - 4351019	% ACHIEVED	41.0	34.4	41.2	6.8
	ACHIEVED	16	11	21	
	WROTE	39	32	51	
IKHWEZI LOKUSA SENIOR SECONDARY - 4331019	% ACHIEVED	20.0	40.0	23.1	-16.9
	ACHIEVED	2	4	3	
	WROTE	10	10	13	
IKHWEZI LOMSO EDUCARE CENTRE - 4252016	% ACHIEVED	100.0	85.7	40.0	-45.7
	ACHIEVED	4	6	4	
	WROTE	4	7	10	
IKWEZI SENIOR SECONDARY SCHOOL - 4331020	% ACHIEVED	55.0	62.2	44.1	-18.2
	ACHIEVED	22	28	26	
	WROTE	40	45	59	
IKWEZI TECHNICAL SKILL CENTRE - 4291028	% ACHIEVED	70.3	83.3	54.7	-28.6
	ACHIEVED	45	40	35	
	WROTE	64	48	64	
IMIDUSHANE SENIOR SECONDARY SCHOOL - 4311027	% ACHIEVED	26.5	51.1	64.3	13.2
	ACHIEVED	9	24	18	
	WROTE	34	47	28	
IMINGCANGATHELO HIGH SCHOOL - 4311028	% ACHIEVED	74.1	84.0	85.0	1.0
	ACHIEVED	43	42	68	
	WROTE	58	50	80	
IMIQHAYI SENIOR SECONDARY SCHOOL - 4321040	% ACHIEVED	57.7	68.8	72.7	4.0
	ACHIEVED	15	33	24	
	WROTE	26	48	33	
IMPUMELELO SENIOR SECONDARY SCHOOL - 4271013	% ACHIEVED	32.5	48.9	30.3	-18.6
	ACHIEVED	25	23	10	
	WROTE	77	47	33	
INDWE HIGH SCHOOL - 4331021	% ACHIEVED	84.8	75.9	80.6	4.8
	ACHIEVED	28	22	25	
	WROTE	33	29	31	
INKWENKWEZI HIGH SCHOOL - 4321041	% ACHIEVED	45.5	52.9	54.5	1.6
	ACHIEVED	20	9	12	
	WROTE	44	17	22	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
INSIGHT LEARNING CENTRE - 4342099	% ACHIEVED	100.0	75.0		-75.0
	ACHIEVED	2	3	0	
	WROTE	2	4	0	
INYATHI HIGH SCHOOL - 4331022	% ACHIEVED	83.6	89.3	75.0	-14.3
	ACHIEVED	51	75	81	
	WROTE	61	84	108	
INYIBIBA HIGH SCHOOL - 4311029	% ACHIEVED	56.1	47.2	65.2	18.0
	ACHIEVED	23	25	15	
	WROTE	41	53	23	
IQONCE HIGH SCHOOL - 4321042	% ACHIEVED	22.9	50.0	33.3	-16.7
	ACHIEVED	8	18	10	
	WROTE	35	36	30	
ISIHOBOTI PUBLIC COMBINED SCHOOL - 4311030	% ACHIEVED	51.9	79.3	84.0	4.7
	ACHIEVED	14	23	21	
	WROTE	27	29	25	
ISIKHOBANOMBEWU SECONDARY SCHOOL - 4261019	% ACHIEVED	76.6	97.2	94.6	-2.6
	ACHIEVED	36	35	35	
	WROTE	47	36	37	
ISIVIVANE SENIOR SECONDARY - 4331023	% ACHIEVED	27.3	50.0	22.2	-27.8
	ACHIEVED	3	5	2	
	WROTE	11	10	9	
ISOLOMZI SENIOR SECONDARY SCHOOL - 4301031	% ACHIEVED	96.5	95.8	100.0	4.2
	ACHIEVED	82	46	36	
	WROTE	85	48	36	
ITHEMBELIHLE COMPREHENSIVE SCHOOL - 4341035	% ACHIEVED	73.1	92.8	87.5	-5.3
	ACHIEVED	49	77	63	
	WROTE	67	83	72	
J A CALATA SENIOR SECONDARY SCHOOL - 4331024	% ACHIEVED	84.9	98.5	86.3	-12.2
	ACHIEVED	79	66	113	
	WROTE	93	67	131	
J F MATI SENIOR SECONDARY SCHOOL - 4321043	% ACHIEVED	35.0	53.8	76.9	23.1
	ACHIEVED	7	14	10	
	WROTE	20	26	13	
J M NDINDWA HIGH SCHOOL - 4311031	% ACHIEVED	29.7	42.3	55.6	13.2
	ACHIEVED	11	11	5	
	WROTE	37	26	9	
JABAVU SENIOR SECONDARY SCHOOL - 4311032	% ACHIEVED	67.7	62.8	75.0	12.2
	ACHIEVED	44	54	51	
	WROTE	65	86	68	
JALAMBA SENIOR SECONDARY SCHOOL - 4301032	% ACHIEVED	45.7	87.0	61.4	-25.6
	ACHIEVED	37	40	27	
	WROTE	81	46	44	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
JALI HIGH SCHOOL - 4311033	% ACHIEVED	53.8	76.2	31.0	-45.2
	ACHIEVED	14	16	9	
	WROTE	26	21	29	
JAMANGILE SENIOR SECONDARY SCHOOL - 4271014	% ACHIEVED	88.1	92.3	76.7	-15.6
	ACHIEVED	37	24	33	
	WROTE	42	26	43	
JAMES JOLOBE SENIOR SECONDARY SCHOOL - 4341036	% ACHIEVED	65.0	85.7	29.2	-56.5
	ACHIEVED	26	24	14	
	WROTE	40	28	48	
JBAY ACADEMY HIGH SCHOOL - 4352001	% ACHIEVED		71.4	89.7	18.2
	ACHIEVED		20	26	
	WROTE		28	29	
JEFFREYS BAY COMPREHENSIVE SECONDARY - 4351020	% ACHIEVED	59.1	66.3	55.2	-11.0
	ACHIEVED	26	53	58	
	WROTE	44	80	105	
JENCA SENIOR SECONDARY SCHOOL - 4291101	% ACHIEVED	25.9	40.0	87.5	47.5
	ACHIEVED	14	20	35	
	WROTE	54	50	40	
JIBA SENIOR SECONDARY SCHOOL - 4281015	% ACHIEVED	53.1	70.5	74.7	4.2
	ACHIEVED	17	31	62	
	WROTE	32	44	83	
JKINDABA SENIOR SECONDARY SCHOOL - 4281016	% ACHIEVED	85.4	93.0	78.0	-14.9
	ACHIEVED	70	53	64	
	WROTE	82	57	82	
JIM MVABAZA SENIOR SECONDARY SCHOOL - 4321126	% ACHIEVED	100.0	56.3	76.5	20.2
	ACHIEVED	5	9	13	
	WROTE	5	16	17	
JIXINI SENIOR SECONDARY SCHOOL - 4291029	% ACHIEVED	78.6	64.5	58.9	-5.6
	ACHIEVED	33	20	73	
	WROTE	42	31	124	
JJ NJEZA SENIOR SECONDARY SCHOOL - 4301033	% ACHIEVED	75.4	62.1	75.0	12.9
	ACHIEVED	43	36	33	
	WROTE	57	58	44	
JOE SLOVO FREEDOM HIGH SCHOOL - 4331025	% ACHIEVED	64.6	73.7	68.3	-5.4
	ACHIEVED	53	42	56	
	WROTE	82	57	82	
JOHN BISSEKER SECONDARY SCHOOL - 4321044	% ACHIEVED	67.3	66.7	65.4	-1.3
	ACHIEVED	115	120	85	
	WROTE	171	180	130	
JOHN NOAH HIGH SCHOOL - 4331026	% ACHIEVED	35.1	61.0	73.1	12.1
	ACHIEVED	27	25	38	
	WROTE	77	41	52	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
JOHN WALTON SECONDARY SCHOOL - 4341037	% ACHIEVED	62.7	79.2	71.7	-7.5
	ACHIEVED	52	95	76	
	WROTE	83	120	106	
JOHNSON NQONQOZA SENIOR SECONDARY - 4351021	% ACHIEVED	78.9	92.7	79.6	-13.1
	ACHIEVED	30	38	39	
	WROTE	38	41	49	
JOJO SENIOR SECONDARY SCHOOL - 4251017	% ACHIEVED	87.3	91.8	93.9	2.1
	ACHIEVED	89	134	169	
	WROTE	102	146	180	
JONAS GODUKA SENIOR SECONDARY SCHOOL - 4271015	% ACHIEVED	63.6	27.8	31.6	3.8
	ACHIEVED	7	5	12	
	WROTE	11	18	38	
JONGABANTU SENIOR SECONDARY SCHOOL - 4301034	% ACHIEVED	54.8	77.3	55.8	-21.5
	ACHIEVED	23	34	24	
	WROTE	42	44	43	
JONGILANGA HIGH SCHOOL - 4321045	% ACHIEVED	55.2	33.3	35.7	2.4
	ACHIEVED	16	6	5	
	WROTE	29	18	14	
JONGILANGA SENIOR SECONDARY SCHOOL - 4301035	% ACHIEVED	89.8	95.2	52.2	-43.0
	ACHIEVED	88	60	35	
	WROTE	98	63	67	
JONGILE NOMPONDO PUBLIC SCHOOL - 4311035	% ACHIEVED	44.8	69.3	72.6	3.3
	ACHIEVED	56	70	45	
	WROTE	125	101	62	
JONGILIZWE SENIOR SECONDARY SCHOOL - 4291030	% ACHIEVED	93.2	74.3	53.8	-20.5
	ACHIEVED	41	52	43	
	WROTE	44	70	80	
JONGILIZWE SENIOR SECONDARY SCHOOL - 4301036	% ACHIEVED	78.1	74.3	46.5	-27.8
	ACHIEVED	25	26	20	
	WROTE	32	35	43	
JONGINTABA SENIOR SECONDARY SCHOOL - 4291031	% ACHIEVED	84.6	77.9	84.2	6.4
	ACHIEVED	33	109	139	
	WROTE	39	140	165	
JONGIZIZWE SENIOR SECONDARY SCHOOL - 4261020	% ACHIEVED	53.8	66.7	60.0	-6.7
	ACHIEVED	14	10	9	
	WROTE	26	15	15	
JONGUHLANGA SENIOR SECONDARY SCHOOL - 4321046	% ACHIEVED	13.3	68.4	52.9	-15.5
	ACHIEVED	2	13	18	
	WROTE	15	19	34	
JOSI-MARELA HIGH SCHOOL - 4311036	% ACHIEVED	77.8	85.7	80.0	-5.7
	ACHIEVED	7	12	8	
	WROTE	9	14	10	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
JOUBERT LUDIDI S S S - 4291032	% ACHIEVED	65.0	67.9	29.0	-38.9
	ACHIEVED	26	19	20	
	WROTE	40	28	69	
JOYI SENIOR SECONDARY SCHOOL - 4291033	% ACHIEVED	60.5	68.1	26.0	-42.1
	ACHIEVED	26	32	13	
	WROTE	43	47	50	
JS SKENJANA SENIOR SECONDARY SCHOOL - 4301037	% ACHIEVED	88.2	83.1	60.1	-22.9
	ACHIEVED	142	172	166	
	WROTE	161	207	276	
JULY SENIOR SECONDARY SCHOOL - 4311037	% ACHIEVED	57.1	44.0	40.0	-4.0
	ACHIEVED	8	11	6	
	WROTE	14	25	15	
JUMBA SENIOR SECONDARY SCHOOL - 4291034	% ACHIEVED	79.2	89.4	24.3	-65.1
	ACHIEVED	38	59	25	
	WROTE	48	66	103	
KABEGA CHRISTELIKE SKOOL - 4342097	% ACHIEVED	100.0	76.9	61.1	-15.8
	ACHIEVED	13	10	11	
	WROTE	13	13	18	
KAMA HIGH SCHOOL - 4311038	% ACHIEVED	38.6	51.6	30.4	-21.1
	ACHIEVED	27	33	14	
	WROTE	70	64	46	
KANANA SENIOR SECONDARY SCHOOL - 4311039	% ACHIEVED	34.8	37.5	38.1	0.6
	ACHIEVED	8	6	8	
	WROTE	23	16	21	
KAULELA SENIOR SECONDARY SCHOOL - 4311040	% ACHIEVED	27.8	30.0	26.1	-3.9
	ACHIEVED	5	3	6	
	WROTE	18	10	23	
KHANYA HIGH SCHOOL - 4331027	% ACHIEVED	18.5	36.0	100.0	64.0
	ACHIEVED	5	9	6	
	WROTE	27	25	6	
KHANYA PRIVATE SCHOOL - 4292104	% ACHIEVED	66.7	54.5	0.0	-54.5
	ACHIEVED	6	6	0	
	WROTE	9	11	4	
KHANYA SENIOR SECONDARY SCHOOL - 4271016	% ACHIEVED	85.2	88.9	71.0	-17.9
	ACHIEVED	121	144	132	
	WROTE	142	162	186	
KHANYA-NALEDI COMBINED SCHOOL - 4251018	% ACHIEVED	83.9	82.9	58.7	-24.2
	ACHIEVED	47	58	54	
	WROTE	56	70	92	
KHANYISA SCHOOL FOR THE BLIND - 4343038	% ACHIEVED	100.0	75.0	77.8	2.8
	ACHIEVED	3	3	7	
	WROTE	3	4	9	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
KHANYISA SENIOR SECONDARY SCHOOL - 4292035	% ACHIEVED	79.3	78.5	85.8	7.3
	ACHIEVED	222	190	211	
	WROTE	280	242	246	
KHANYOLWETHU SENIOR SECONDARY SCHOOL - 4261021	% ACHIEVED	81.3	80.2	60.1	-20.1
	ACHIEVED	52	69	101	
	WROTE	64	86	168	
KHORONG SENIOR SECONDARY SCHOOL - 4271017	% ACHIEVED	53.0	59.7	54.2	-5.5
	ACHIEVED	62	129	77	
	WROTE	117	216	142	
KHULANGOPHONDO SENIOR SECONDARY SCHO - 4251045	% ACHIEVED		56.9	52.2	-4.8
	ACHIEVED		78	24	
	WROTE		137	46	
KHULANI COMMERCIAL HIGH SCHOOL - 4321047	% ACHIEVED	69.0	90.5	77.3	-13.2
	ACHIEVED	116	95	133	
	WROTE	168	105	172	
KHUMBULANI HIGH SCHOOL - 4341039	% ACHIEVED	63.1	63.4	59.2	-4.2
	ACHIEVED	65	64	74	
	WROTE	103	101	125	
KHUTLISO DANIELS SECONDARY SCHOOL - 4351023	% ACHIEVED	58.1	50.0	77.8	27.8
	ACHIEVED	18	11	28	
	WROTE	31	22	36	
KHWAZA SENIOR SECONDARY SCHOOL - 4261022	% ACHIEVED	66.7	80.6	56.3	-24.3
	ACHIEVED	20	29	18	
	WROTE	30	36	32	
KHWEZI LOMSO COMPREHENSIVE SCHOOL - 4341034	% ACHIEVED	73.1	68.3	82.5	14.2
	ACHIEVED	125	168	188	
	WROTE	171	246	228	
KING EDWARD HIGH SCHOOL - 4251019	% ACHIEVED	100.0	100.0	97.9	-2.1
	ACHIEVED	38	42	46	
	WROTE	38	42	47	
KINGS COMMERCIAL COLLEGE - 4292036	% ACHIEVED	100.0	95.3	93.0	-2.4
	ACHIEVED	46	82	66	
	WROTE	46	86	71	
KINGSRIDGE HIGH SCHOOL - 4321048	% ACHIEVED	100.0	100.0	98.6	-1.4
	ACHIEVED	87	88	73	
	WROTE	87	88	74	
KIRKWOOD HIGH SCHOOL - 4351024	% ACHIEVED	96.8	100.0	96.2	-3.8
	ACHIEVED	30	26	25	
	WROTE	31	26	26	
KLIPLAAT SENIOR SECONDARY SCHOOL - 4351025	% ACHIEVED	22.2	100.0	63.6	-36.4
	ACHIEVED	2	1	7	
	WROTE	9	1	11	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
KOPANO SENIOR SECONDARY SCHOOL - 4331028	% ACHIEVED	64.0	73.3	35.3	-38.0
	ACHIEVED	16	11	6	
	WROTE	25	15	17	
KRAZUKILE SENIOR SECONDARY SCHOOL - 4301038	% ACHIEVED	51.2	57.1	66.7	9.5
	ACHIEVED	21	28	26	
	WROTE	41	49	39	
KT MCHASA SENIOR SECONDARY SCHOOL - 4291037	% ACHIEVED	77.5	83.6	79.7	-3.9
	ACHIEVED	107	122	153	
	WROTE	138	146	192	
KUBUSIE COMBINED SCHOOL - 4311042	% ACHIEVED	39.1	40.5	48.6	8.1
	ACHIEVED	18	15	18	
	WROTE	46	37	37	
KULANATHI SENIOR SECONDARY SCHOOL - 4291038	% ACHIEVED	93.3	67.9	16.7	-51.2
	ACHIEVED	14	19	8	
	WROTE	15	28	48	
KULILE JUNIOR SECONDARY SCHOOL - 4311043	% ACHIEVED	57.9	48.1	44.6	-3.4
	ACHIEVED	33	25	25	
	WROTE	57	52	56	
KUSILE COMPREHENSIVE SCHOOL - 4321049	% ACHIEVED	77.5	64.1	68.8	4.7
	ACHIEVED	93	93	86	
	WROTE	120	145	125	
KUYASA COMBINED SCHOOL - 4351026	% ACHIEVED	83.8	89.8	89.3	-0.5
	ACHIEVED	31	53	67	
	WROTE	37	59	75	
KUYASA SENIOR SECONDARY SCHOOL - 4271018	% ACHIEVED	50.0	100.0	59.1	-40.9
	ACHIEVED	9	17	13	
	WROTE	18	17	22	
KUYASA SENIOR SECONDARY SCHOOL - 4321050	% ACHIEVED	67.4	69.4	51.6	-17.8
	ACHIEVED	62	59	65	
	WROTE	92	85	126	
KWA-KOMANI COMP - 4331029	% ACHIEVED	63.8	65.4	72.4	7.0
	ACHIEVED	102	87	113	
	WROTE	160	133	156	
KWAMAGXAKI HIGH SCHOOL - 4341040	% ACHIEVED	40.4	70.9	71.3	0.4
	ACHIEVED	57	61	92	
	WROTE	141	86	129	
KWA-MHLONTLO SENIOR SECONDARY SCHOOL - 4331030	% ACHIEVED	44.2	81.0	87.0	6.0
	ACHIEVED	19	17	40	
	WROTE	43	21	46	
KWANOBUHLE SENIOR SECONDARY SCHOOL - 4291039	% ACHIEVED	81.3	80.0	74.3	-5.7
	ACHIEVED	26	36	52	
	WROTE	32	45	70	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
KWAZAKHELE HIGH SCHOOL - 4341041	% ACHIEVED	64.6	66.2	68.3	2.2
	ACHIEVED	31	43	41	
	WROTE	48	65	60	
KWENXURA SENIOR SECONDARY SCHOOL - 4321051	% ACHIEVED	64.5	62.5	72.4	9.9
	ACHIEVED	20	25	21	
	WROTE	31	40	29	
L JENTILE SENIOR SECONDARY SCHOOL - 4261023	% ACHIEVED	82.4	95.2	76.9	-18.3
	ACHIEVED	14	20	20	
	WROTE	17	21	26	
LADY GREY ACADEMY - 4271019	% ACHIEVED	83.3	81.8	78.3	-3.6
	ACHIEVED	50	45	54	
	WROTE	60	55	69	
LAMPLOUGH SENIOR SECONDARY SCHOOL - 4301040	% ACHIEVED	97.0	93.3	78.7	-14.6
	ACHIEVED	97	125	140	
	WROTE	100	134	178	
LANGA SENIOR SECONDARY SCHOOL - 4281017	% ACHIEVED	90.4	98.0	80.9	-17.1
	ACHIEVED	132	97	152	
	WROTE	146	99	188	
LANGALETHU SENIOR SECONDARY SCHOOL - 4261024	% ACHIEVED	100.0	75.0	36.4	-38.6
	ACHIEVED	4	6	4	
	WROTE	4	8	11	
LAVELILANGA SENIOR SECONDARY SCHOOL - 4331031	% ACHIEVED	41.2	36.8	38.9	2.0
	ACHIEVED	7	7	7	
	WROTE	17	19	18	
LAWSON BROWN HIGH - 4341042	% ACHIEVED	84.7	85.9	79.6	-6.3
	ACHIEVED	138	110	125	
	WROTE	163	128	157	
LEHANA SENIOR SECONDARY SCHOOL - 4271020	% ACHIEVED	50.7	74.3	49.8	-24.5
	ACHIEVED	172	185	118	
	WROTE	339	249	237	
LESLIE NKALA SENIOR SECONDARY SCHOOL - 4291040	% ACHIEVED	45.8	46.2	56.4	10.3
	ACHIEVED	27	30	22	
	WROTE	59	65	39	
LILYFONTEIN SCHOOL - 4321052	% ACHIEVED	100.0	97.1	100.0	2.9
	ACHIEVED	27	33	46	
	WROTE	27	34	46	
LIMEKHAYA SENIOR SECONDARY SCHOOL - 4341043	% ACHIEVED	86.8	75.0	72.3	-2.7
	ACHIEVED	46	33	34	
	WROTE	53	44	47	
LINDANI SENIOR SECONDARY SCHOOL - 4311045	% ACHIEVED	25.0	57.1	66.7	9.5
	ACHIEVED	6	12	12	
	WROTE	24	21	18	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
LINDELANI SENIOR SECONDARY SCHOOL - 4251020	% ACHIEVED	93.3	93.2	61.4	-31.7
	ACHIEVED	56	68	70	
	WROTE	60	73	114	
LINGANI SENIOR SECONDARY SCHOOL - 4311046	% ACHIEVED	31.3	50.0	50.0	0.0
	ACHIEVED	5	8	12	
	WROTE	16	16	24	
LINGELETHU HIGH SCHOOL - 4311047	% ACHIEVED	9.5	51.9	52.6	0.8
	ACHIEVED	2	14	10	
	WROTE	21	27	19	
LINGELETHU SENIOR SECONDARY SCHOOL - 4321053	% ACHIEVED	40.0	57.1	72.7	15.6
	ACHIEVED	12	24	40	
	WROTE	30	42	55	
LINGELIHLE SENIOR SECONDARY SCHOOL - 4331032	% ACHIEVED	54.4	88.6	53.6	-35.0
	ACHIEVED	31	31	30	
	WROTE	57	35	56	
LINKSIDE HIGH SCHOOL - 4341044	% ACHIEVED	84.4	85.5	81.5	-4.0
	ACHIEVED	130	106	101	
	WROTE	154	124	124	
LITTLE FLOWER S S S - 4291041	% ACHIEVED	57.5	79.3	34.5	-44.9
	ACHIEVED	100	73	51	
	WROTE	174	92	148	
LM MALGAS SENIOR SECONDARY SCHOOL - 4301041	% ACHIEVED	39.4	28.9	33.3	4.4
	ACHIEVED	13	11	9	
	WROTE	33	38	27	
LONWABO HIGH SCHOOL - 4311048	% ACHIEVED	41.5	26.5	12.5	-14.0
	ACHIEVED	17	9	4	
	WROTE	41	34	32	
LOWER SEPLAN SENIOR SECONDARY SCHOOL - 4261025	% ACHIEVED	60.0	50.0	40.0	-10.0
	ACHIEVED	3	2	2	
	WROTE	5	4	5	
LOYISO SENIOR SECONDARY SCHOOL - 4321054	% ACHIEVED	78.3	89.3	76.1	-13.2
	ACHIEVED	18	25	35	
	WROTE	23	28	46	
LOYISO SENIOR SECONDARY SCHOOL - 4341045	% ACHIEVED	83.0	76.8	16.5	-60.4
	ACHIEVED	39	53	13	
	WROTE	47	69	79	
LOYISO SINOR SECONDARY SCHOOL - 4251021	% ACHIEVED	83.3	67.3	56.9	-10.4
	ACHIEVED	45	37	29	
	WROTE	54	55	51	
LUDIDI SENIOR SECONDARY SCHOOL - 4251022	% ACHIEVED	63.6	82.5	46.7	-35.8
	ACHIEVED	21	33	28	
	WROTE	33	40	60	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
LUKHANYO HIGH SCHOOL - 4331033	% ACHIEVED	51.3	76.5	75.0	-1.5
	ACHIEVED	20	13	24	
	WROTE	39	17	32	
LUKHOZI HIGH SCHOOL - 4311049	% ACHIEVED	50.0	47.8	52.6	4.8
	ACHIEVED	8	11	10	
	WROTE	16	23	19	
LUMKO HIGH SCHOOL - 4321055	% ACHIEVED	83.2	90.9	85.0	-5.9
	ACHIEVED	99	60	142	
	WROTE	119	66	167	
LUNGISA HIGH SCHOOL - 4341046	% ACHIEVED	45.6	55.2	31.1	-24.1
	ACHIEVED	47	32	32	
	WROTE	103	58	103	
LUNGISO PUBLIC HIGH SCHOOL - 4351027	% ACHIEVED	71.6	41.3	42.6	1.3
	ACHIEVED	63	33	46	
	WROTE	88	80	108	
LUPINDO SENIOR SECONDARY SCHOOL - 4251023	% ACHIEVED	80.8	86.7	60.0	-26.7
	ACHIEVED	21	26	24	
	WROTE	26	30	40	
LURWAYIZO SENIOR SECONDARY SCHOOL - 4301042	% ACHIEVED	53.8	80.0	18.2	-61.8
	ACHIEVED	7	8	2	
	WROTE	13	10	11	
LUSIKISIKI CHRISTIAN SCHOOL - 4282068	% ACHIEVED	33.3	51.9	47.4	-4.5
	ACHIEVED	7	14	9	
	WROTE	21	27	19	
LUTATENI SENIOR SECONDARY SCHOOL - 4251024	% ACHIEVED	79.7	78.1	69.8	-8.3
	ACHIEVED	59	50	81	
	WROTE	74	64	116	
LUTSHAYA SENIOR SECONDARY SCHOOL - 4281018	% ACHIEVED	90.9	89.5	76.0	-13.5
	ACHIEVED	60	77	76	
	WROTE	66	86	100	
LUTUBENI SENIOR SECONDARY SCHOOL - 4291042	% ACHIEVED	74.4	80.0	72.8	-7.2
	ACHIEVED	29	64	59	
	WROTE	39	80	81	
LUTUKA SENIOR SECONDARY SCHOOL - 4291043	% ACHIEVED	68.3	70.0	37.3	-32.7
	ACHIEVED	82	91	57	
	WROTE	120	130	153	
LUVUMELWANO SENIOR SECONDARY SCHOOL - 4271021	% ACHIEVED	70.0	78.4	48.9	-29.4
	ACHIEVED	42	29	23	
	WROTE	60	37	47	
LUVUYO LERUMO SCHOOL - 4331034	% ACHIEVED	44.2	48.9	61.4	12.5
	ACHIEVED	42	46	51	
	WROTE	95	94	83	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
LUZIE DRIFT SENIOR SECONDARY SCHOOL - 4271022	% ACHIEVED	75.3	92.7	73.6	-19.1
	ACHIEVED	58	51	53	
	WROTE	77	55	72	
MABALENGWE SENIOR SECONDARY SCHOOL - 4281019	% ACHIEVED	52.9	77.8	56.9	-20.9
	ACHIEVED	9	28	37	
	WROTE	17	36	65	
MABHULANA NDAMASE HIGH SCHOOL - 4281020	% ACHIEVED	51.2	51.3	9.8	-41.5
	ACHIEVED	21	20	4	
	WROTE	41	39	41	
MABOBOTI SENIOR SECONDARY SCHOOL - 4301043	% ACHIEVED	51.7	65.8	63.3	-2.5
	ACHIEVED	31	25	19	
	WROTE	60	38	30	
MACIBE SENIOR SECONDARY SCHOOL - 4301044	% ACHIEVED	94.7	73.5	76.6	3.2
	ACHIEVED	36	36	59	
	WROTE	38	49	77	
MACLEAR HIGH SCHOOL - 4271023	% ACHIEVED	95.8	100.0	66.7	-33.3
	ACHIEVED	23	16	8	
	WROTE	24	16	12	
MADIKIZELA SENIOR SECONDARY SCHOOL - 4241012	% ACHIEVED	71.4	33.8	33.3	-0.5
	ACHIEVED	35	24	16	
	WROTE	49	71	48	
MAGADLA SENIOR SECONDARY SCHOOL - 4251025	% ACHIEVED	52.6	76.7	70.2	-6.5
	ACHIEVED	20	23	33	
	WROTE	38	30	47	
MAJALI TECHNICAL HIGH SCHOOL - 4281021	% ACHIEVED	67.0	60.4	47.6	-12.8
	ACHIEVED	69	55	90	
	WROTE	103	91	189	
MAJAVU SECONDARY SCHOOL - 4241013	% ACHIEVED	95.8	95.5	70.7	-24.8
	ACHIEVED	91	84	82	
	WROTE	95	88	116	
MAKAULA SENIOR SECONDARY SCHOOL - 4251026	% ACHIEVED	71.5	91.2	89.7	-1.4
	ACHIEVED	241	258	227	
	WROTE	337	283	253	
MAKUKHANYE SENIOR SECONDARY SCHOOL - 4281022	% ACHIEVED	83.8	88.9	54.6	-34.3
	ACHIEVED	166	152	101	
	WROTE	198	171	185	
MALCOMESS SECODARY SCHOOL - 4271024	% ACHIEVED	64.3	85.2	65.5	-19.7
	ACHIEVED	63	46	55	
	WROTE	98	54	84	
MALIKHANYE SENIOR SECONDARY SCHOOL - 4271025	% ACHIEVED	67.9	52.2	25.4	-26.8
	ACHIEVED	19	24	18	
	WROTE	28	46	71	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MALUTI SENIOR SECONDARY SCHOOL - 4251027	% ACHIEVED	64.9	85.7	46.9	-38.9
	ACHIEVED	61	78	67	
	WROTE	94	91	143	
MANDELA SCHOOL OF SCIENCE AND TECH - 4291044	% ACHIEVED	95.2	88.7	69.7	-18.9
	ACHIEVED	80	86	53	
	WROTE	84	97	76	
MANGALA SENIOR SECONDARY SCHOOL - 4281023	% ACHIEVED	38.2	38.0	54.7	16.7
	ACHIEVED	29	19	35	
	WROTE	76	50	64	
MANGELENGELE SENIOR SECONDARY SCHOOL - 4261026	% ACHIEVED	77.3	65.8	49.0	-16.8
	ACHIEVED	34	25	24	
	WROTE	44	38	49	
MANZAMNYAMA SENIOR SECONDARY SCHOOL - 4251028	% ACHIEVED	92.7	63.2	76.9	13.7
	ACHIEVED	38	98	70	
	WROTE	41	155	91	
MANZANA SENIOR SECONDARY SCHOOL - 4261027	% ACHIEVED	69.2	64.2	58.8	-5.3
	ACHIEVED	261	179	110	
	WROTE	377	279	187	
MANZUZULU SENIOR SECPNDARY SCHOOL - 4331035	% ACHIEVED	40.0	81.8	95.0	13.2
	ACHIEVED	20	9	19	
	WROTE	50	11	20	
MANZOLWANDLE SANDILE S S S - 4291045	% ACHIEVED	62.5	67.5	51.7	-15.8
	ACHIEVED	25	27	30	
	WROTE	40	40	58	
MAQONGWANA SENIOR SECONDARY SCHOOL - 4241014	% ACHIEVED	36.1	47.8	51.4	3.6
	ACHIEVED	13	22	18	
	WROTE	36	46	35	
MARELANE SENIOR SECONDARY SCHOOL - 4241015	% ACHIEVED	92.0	93.0	77.2	-15.8
	ACHIEVED	150	174	166	
	WROTE	163	187	215	
MARIA LOUW HIGH SCHOOL - 4331036	% ACHIEVED	80.0	78.9	64.1	-14.8
	ACHIEVED	80	105	93	
	WROTE	100	133	145	
MARIAZELL SENIOR SECONDARY SCHOOL - 4251029	% ACHIEVED	83.6	88.0	78.9	-9.1
	ACHIEVED	46	66	60	
	WROTE	55	75	76	
MARINA COMPREHENSIIVE HIGH SCHOOL - 4241016	% ACHIEVED	71.5	84.4	61.5	-22.9
	ACHIEVED	108	146	169	
	WROTE	151	173	275	
MARLOW AGRICULTURAL HIGH SCHOOL - 4331037	% ACHIEVED	100.0	97.3	100.0	2.7
	ACHIEVED	35	36	38	
	WROTE	35	37	38	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MARY MOUNT RC SECONDARY SCHOOL - 4341047	% ACHIEVED	63.5	68.3	89.5	21.1
	ACHIEVED	40	41	68	
	WROTE	63	60	76	
MARY WATER HIGH SCHOOL - 4351028	% ACHIEVED	82.3	72.4	77.0	4.6
	ACHIEVED	51	84	47	
	WROTE	62	116	61	
MASAKALA SENIOR SECONDARY SCHOOL - 4251087	% ACHIEVED			45.8	
	ACHIEVED			11	
	WROTE			24	
MASAKHANE SENIOR SECONDARY SCHOOL - 4271026	% ACHIEVED	50.0	72.7	50.0	-22.7
	ACHIEVED	12	24	17	
	WROTE	24	33	34	
MASIBAMBANE SENIOR SECONDARY SCHOOL - 4341048	% ACHIEVED	41.4	45.8	31.6	-14.3
	ACHIEVED	24	22	18	
	WROTE	58	48	57	
MASIBONISANE SENIOR SECONDARY SCHOOL - 4311051	% ACHIEVED	59.5	71.8	63.6	-8.2
	ACHIEVED	25	28	21	
	WROTE	42	39	33	
MASIHLANGANE SENIOR SECONDARY SCHOOL - 4311052	% ACHIEVED	95.0	93.5	89.7	-3.9
	ACHIEVED	19	29	26	
	WROTE	20	31	29	
MASIKHANYISE HIGH SCHOOL - 4331038	% ACHIEVED	79.5	76.6	72.2	-4.5
	ACHIEVED	31	59	57	
	WROTE	39	77	79	
MASIKHUTHALE PUBLIC SECONDARY SCHOOL - 4261028	% ACHIEVED	66.7	69.2	54.9	-14.3
	ACHIEVED	20	36	28	
	WROTE	30	52	51	
MASILINGANE SENIOR SECONDARY SCHOOL - 4261029	% ACHIEVED	66.7	62.5	87.5	25.0
	ACHIEVED	16	15	14	
	WROTE	24	24	16	
MASIMANYANE SENIOR SECONDARY SCHOOL - 4311053	% ACHIEVED	61.8	82.4	65.1	-17.2
	ACHIEVED	21	28	28	
	WROTE	34	34	43	
MASIPHATHISANE SENIOR SECONDARY - 4341049	% ACHIEVED	83.7	54.4	62.5	8.1
	ACHIEVED	113	92	145	
	WROTE	135	169	232	
MASIXOLE HIGH SCHOOL - 4321056	% ACHIEVED	62.7	72.1	61.3	-10.9
	ACHIEVED	37	44	49	
	WROTE	59	61	80	
MASIZAKHE SENIOR SECONDARY SCHOOL - 4311055	% ACHIEVED	61.5	68.8	93.3	24.6
	ACHIEVED	8	11	14	
	WROTE	13	16	15	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MATHUMBU SENIOR SECONDARY SCHOOL - 4301045	% ACHIEVED	85.7	94.1	57.9	-36.2
	ACHIEVED	6	16	11	
	WROTE	7	17	19	
MATOMELA SENIOR SECONDARY SCHOOL - 4311056	% ACHIEVED	39.3	44.8	38.9	-5.9
	ACHIEVED	24	13	14	
	WROTE	61	29	36	
MATSA SENIOR SECONDARY SCHOOL - 4311057	% ACHIEVED	61.5	74.1	71.4	-2.6
	ACHIEVED	16	20	20	
	WROTE	26	27	28	
MATTHEW GONIWE COMPREHENSIVE SCHOOL - 4331039	% ACHIEVED	67.6	68.2	60.9	-7.3
	ACHIEVED	23	15	14	
	WROTE	34	22	23	
MAXWELE SENIOR SECONDARY SCHOOL - 4291046	% ACHIEVED	58.3	73.2	44.2	-29.0
	ACHIEVED	42	41	38	
	WROTE	72	56	86	
MAYIBENYE SENIOR SECONDARY SCHOOL - 4281024	% ACHIEVED	89.7	91.2	77.7	-13.5
	ACHIEVED	96	114	94	
	WROTE	107	125	121	
MAZIBUKO SENIOR SECONDARY SCHOOL - 4261030	% ACHIEVED	100.0	93.8	55.3	-38.5
	ACHIEVED	13	15	21	
	WROTE	13	16	38	
MAZIZINI SENIOR SECONDARY SCHOOL - 4301046	% ACHIEVED	87.9	93.6	95.8	2.2
	ACHIEVED	58	146	46	
	WROTE	66	156	48	
MBEKWENI HIGH SCHOOL - 4331040	% ACHIEVED	67.5	87.5	48.8	-38.7
	ACHIEVED	27	14	21	
	WROTE	40	16	43	
MBODLENI SENIOR SECONDARY SCHOOL - 4251030	% ACHIEVED	81.3	92.3	84.8	-7.5
	ACHIEVED	100	144	145	
	WROTE	123	156	171	
MBONGWENI SENIOR SECONDARY SCHOOL - 4291106	% ACHIEVED		16.1	48.0	31.9
	ACHIEVED		5	12	
	WROTE		31	25	
MBULELO BENEKANE HIGH SCHOOL - 4321127	% ACHIEVED	100.0	92.6	79.0	-13.6
	ACHIEVED	43	50	64	
	WROTE	43	54	81	
MBUMBAZI SENIOR SECONDARY SCHOOL - 4251062	% ACHIEVED	79.3	88.6	75.0	-13.6
	ACHIEVED	23	31	54	
	WROTE	29	35	72	
MC CARTHY COMPREHENSIVE SCHOOL - 4341050	% ACHIEVED	36.8	56.0	25.9	-30.1
	ACHIEVED	14	14	15	
	WROTE	38	25	58	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MCEULA SENIOR SECONDARY SCHOOL - 4261031	% ACHIEVED	42.9	60.0	72.2	12.2
	ACHIEVED	24	27	26	
	WROTE	56	45	36	
MCOBOLOLO SENIOR SECONDARY SCHOOL - 4261032	% ACHIEVED	64.6	68.0	63.5	-4.5
	ACHIEVED	31	34	33	
	WROTE	48	50	52	
MDATYA SENIOR SECONDARY SCHOOL - 4241017	% ACHIEVED	77.0	63.1	71.0	8.0
	ACHIEVED	144	169	152	
	WROTE	187	268	214	
MDENI SENIOR SECONDARY SCHOOL - 4301047	% ACHIEVED	70.2	74.0	64.5	-9.5
	ACHIEVED	302	236	196	
	WROTE	430	319	304	
MDIBANISO SENIOR SECONDARY SCHOOL - 4311059	% ACHIEVED	69.0	63.9	71.4	7.5
	ACHIEVED	20	23	30	
	WROTE	29	36	42	
MDUTSHANE SENIOR SECONDARY SCHOOL - 4281025	% ACHIEVED	69.2	91.9	52.8	-39.1
	ACHIEVED	36	34	28	
	WROTE	52	37	53	
MEHLOMAKHULU SENIOR SECONDARY - 4271027	% ACHIEVED	75.0	71.1	60.8	-10.2
	ACHIEVED	33	81	45	
	WROTE	44	114	74	
MENTE SENIOR SECONDARY SCHOOL - 4301048	% ACHIEVED	68.9	62.2	38.0	-24.2
	ACHIEVED	31	28	19	
	WROTE	45	45	50	
MENZIWA SENIOR SECONDARY SCHOOL - 4291048	% ACHIEVED	68.8	72.4	71.0	-1.4
	ACHIEVED	121	142	179	
	WROTE	176	196	252	
MEYISI SENIOR SECONDARY SCHOOL - 4281026	% ACHIEVED	79.7	87.1	75.6	-11.6
	ACHIEVED	59	61	68	
	WROTE	74	70	90	
MFAZWE COMPREHENSIVE TECH HIGH SCH - 4251031	% ACHIEVED	67.9	52.8	50.0	-2.8
	ACHIEVED	36	28	27	
	WROTE	53	53	54	
MFESANE SENIOR SECONDARY SCHOOL - 4341051	% ACHIEVED	67.4	75.4	64.7	-10.7
	ACHIEVED	58	49	77	
	WROTE	86	65	119	
MFUNDISWENI SENIOR SECONDARY SCHOOL - 4281075	% ACHIEVED	59.8	88.9	67.4	-21.5
	ACHIEVED	61	88	64	
	WROTE	102	99	95	
MGCAWEZULU SENIOR SECONDARY SCHOOL - 4321057	% ACHIEVED	31.8	52.9	8.7	-44.2
	ACHIEVED	7	9	2	
	WROTE	22	17	23	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MGEZWA SENIOR SECONDARY SCHOOL - 4281027	% ACHIEVED	96.8	90.4	82.2	-8.2
	ACHIEVED	180	142	185	
	WROTE	186	157	225	
MGOMANZI SENIOR SECONDARY SCHOOL - 4301049	% ACHIEVED	33.3	70.6	46.7	-23.9
	ACHIEVED	3	12	7	
	WROTE	9	17	15	
MGUDLWA SENIOR SECONDARY SCHOOL - 4261033	% ACHIEVED	87.5	67.6	44.1	-23.5
	ACHIEVED	56	46	30	
	WROTE	64	68	68	
MHLABI C H SCHOOL - 4241018	% ACHIEVED	49.2	75.0	77.1	2.1
	ACHIEVED	31	39	64	
	WROTE	63	52	83	
MHLAMBISO HIGH SCHOOL - 4311060	% ACHIEVED	59.1	53.3	83.3	30.0
	ACHIEVED	13	8	10	
	WROTE	22	15	12	
MHLANGA SENIOR SECONDARY SCHOOL - 4281073	% ACHIEVED		86.4	92.6	6.2
	ACHIEVED		51	100	
	WROTE		59	108	
MHLANGANISWENI COMM&TECH S S S - 4281028	% ACHIEVED	42.9	61.9	47.8	-14.1
	ACHIEVED	18	26	32	
	WROTE	42	42	67	
MHLONTLO SENIOR SECONDARY SCHOOL - 4271028	% ACHIEVED	42.0	52.6	60.0	7.4
	ACHIEVED	21	10	18	
	WROTE	50	19	30	
MICHAUSDAL SECONDARY SCHOOL - 4331041	% ACHIEVED	74.6	95.9	86.7	-9.3
	ACHIEVED	44	47	26	
	WROTE	59	49	30	
MIDA SCHOOL - 4302050	% ACHIEVED	78.7	82.1	84.0	1.9
	ACHIEVED	100	101	100	
	WROTE	127	123	119	
MIDDELBURG HIGH SCHOOL - 4331042	% ACHIEVED	93.8	96.6	100.0	3.4
	ACHIEVED	30	28	33	
	WROTE	32	29	33	
MIDDELLAND SECONDARY SCHOOL - 4331043	% ACHIEVED	72.3	68.1	69.6	1.5
	ACHIEVED	60	62	55	
	WROTE	83	91	79	
MIDDLE ZOLO SENIOR SECONDARY SCHOOL - 4261034	% ACHIEVED	66.7	100.0	75.0	-25.0
	ACHIEVED	2	2	6	
	WROTE	3	2	8	
MILTON DALASILE S S S - 4291049	% ACHIEVED	37.0	62.0	28.9	-33.1
	ACHIEVED	20	31	13	
	WROTE	54	50	45	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MILTON MBEKELA S S S - 4291050	% ACHIEVED	56.4	79.6	76.2	-3.4
	ACHIEVED	106	144	147	
	WROTE	188	181	193	
MIZAMO SENIOR SECONDARY SCHOOL - 4321058	% ACHIEVED	68.1	72.6	62.9	-9.7
	ACHIEVED	81	85	78	
	WROTE	119	117	124	
MKAPUSI SENIOR SECONDARY SCHOOL - 4331044	% ACHIEVED	42.1	81.8	83.3	1.5
	ACHIEVED	8	9	10	
	WROTE	19	11	12	
MNCEBA SENIOR SECONDARY SCHOOL - 4251033	% ACHIEVED	62.6	71.5	67.1	-4.4
	ACHIEVED	134	163	143	
	WROTE	214	228	213	
MNCEBA SENIOR SECONDARY SCHOOL - 4251090	% ACHIEVED		28.1	30.5	2.4
	ACHIEVED		9	18	
	WROTE		32	59	
MNUKWA SENIOR SECONDARY SCHOOL - 4251034	% ACHIEVED	88.2	65.8	67.4	1.6
	ACHIEVED	30	25	31	
	WROTE	34	38	46	
MOIKETSI GRAVES SENIOR SECONDARY SCH - 4251035	% ACHIEVED	70.2	88.5	54.4	-34.1
	ACHIEVED	33	54	49	
	WROTE	47	61	90	
MOKHESENG SENIOR SECONDARY SCHOOL - 4251036	% ACHIEVED	91.7	75.7	81.3	5.6
	ACHIEVED	33	28	39	
	WROTE	36	37	48	
MOLLY BLACKBURN S S S - 4341052	% ACHIEVED	58.5	70.6	61.4	-9.2
	ACHIEVED	69	77	97	
	WROTE	118	109	158	
MOLTENO HIGH SCHOOL - 4331045	% ACHIEVED	85.7	81.8	94.1	12.3
	ACHIEVED	12	9	16	
	WROTE	14	11	17	
MOOROSI AGRICULTURAL HIGH SCHOOL - 4251086	% ACHIEVED		38.9	61.8	22.9
	ACHIEVED		14	21	
	WROTE		36	34	
MORNING STAR EDUCATION CENTRE - 4292051	% ACHIEVED	80.0	59.0	71.4	12.5
	ACHIEVED	28	23	5	
	WROTE	35	39	7	
MORNINGSIDE HIGH SCHOOL - 4341053	% ACHIEVED	56.5	74.7	73.5	-1.2
	ACHIEVED	52	74	100	
	WROTE	92	99	136	
MOSA SIBI SENIOR SECONDARY SCHOOL - 4251037	% ACHIEVED	78.6	83.0	51.5	-31.4
	ACHIEVED	55	73	68	
	WROTE	70	88	132	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MOSES MABHIDA SENIOR SECONDARY SCHOO - 4321059	% ACHIEVED	80.0	61.5	48.1	-13.4
	ACHIEVED	16	8	13	
	WROTE	20	13	27	
MOSES MADIBA SENIOR SECONDARY SCHOOL - 4351029	% ACHIEVED	17.6	66.7	66.0	-0.6
	ACHIEVED	6	26	35	
	WROTE	34	39	53	
MOSHESH SENIOR SECONDARY SCHOOL - 4251038	% ACHIEVED	72.0	96.3	91.4	-4.9
	ACHIEVED	18	26	32	
	WROTE	25	27	35	
MOTHERWELL HIGH SCHOOL - 4341054	% ACHIEVED	81.5	91.8	92.4	0.6
	ACHIEVED	75	90	85	
	WROTE	92	98	92	
MOTHIBISI PUBLIC SCHOOL - 4251039	% ACHIEVED	11.5	60.6	25.5	-35.1
	ACHIEVED	3	20	12	
	WROTE	26	33	47	
MOUNT ARTHUR SENIOR SECONDARY SCHOOL - 4331046	% ACHIEVED	86.7	81.8	56.1	-25.7
	ACHIEVED	72	54	64	
	WROTE	83	66	114	
MOUNT AYLIFF SENIOR SECONDARY SCHOOL - 4251040	% ACHIEVED	95.1	93.3	86.6	-6.6
	ACHIEVED	116	152	123	
	WROTE	122	163	142	
MOUNT FRERE COMMUNITY - 4252041	% ACHIEVED	100.0	77.8	75.0	-2.8
	ACHIEVED	16	7	9	
	WROTE	16	9	12	
MOUNT FRERE SENIOR SECONDARY SCHOOL - 4251042	% ACHIEVED	60.0	73.6	64.2	-9.4
	ACHIEVED	66	67	86	
	WROTE	110	91	134	
MOUNT HARGREAVES SENIOR SECONDARY SC - 4251043	% ACHIEVED	79.3	57.1	37.5	-19.6
	ACHIEVED	23	16	9	
	WROTE	29	28	24	
MPAMBANI MZIMBA HIGH SCHOOL - 4311061	% ACHIEVED	40.0	94.1	46.7	-47.5
	ACHIEVED	16	16	14	
	WROTE	40	17	30	
MPEKO SENIOR SECONDARY SCHOOL - 4291052	% ACHIEVED	46.0	83.1	41.1	-42.0
	ACHIEVED	29	49	30	
	WROTE	63	59	73	
MPENI SENIOR SECONDARY SCHOOL - 4241019	% ACHIEVED	55.6	66.0	53.7	-12.3
	ACHIEVED	10	35	29	
	WROTE	18	53	54	
MPHARANE SENIOR SECONDARY SCHOOL - 4251089	% ACHIEVED			37.5	
	ACHIEVED			9	
	WROTE			24	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MPHATLALATSANE SENIOR SECONDARY SCHO - 4251044	% ACHIEVED	78.6	62.5	25.0	-37.5
	ACHIEVED	22	10	6	
	WROTE	28	16	24	
MPINDWENI SENIOR SECONDARY SCHOOL - 4291053	% ACHIEVED	83.6	72.1	66.2	-5.9
	ACHIEVED	56	44	47	
	WROTE	67	61	71	
MPINGANA SENIOR SECONDARY SCHOOL - 4281029	% ACHIEVED	97.4	89.8	80.6	-9.2
	ACHIEVED	38	44	29	
	WROTE	39	49	36	
MPONDOMBINI SENIOR SECONDARY SCHOOL - 4241020	% ACHIEVED	93.3	99.2	90.5	-8.7
	ACHIEVED	97	118	162	
	WROTE	104	119	179	
MPOZOLO SENIOR SECONDARY SCHOOL - 4301051	% ACHIEVED	59.4	60.0	38.5	-21.5
	ACHIEVED	19	15	5	
	WROTE	32	25	13	
MPUMELELO SENIOR SECONDARY SCHOOL - 4321060	% ACHIEVED	60.0	48.9	48.6	-0.3
	ACHIEVED	18	22	17	
	WROTE	30	45	35	
MQIKELA SENIOR SECONDARY SCHOOL - 4281030	% ACHIEVED	76.1	43.8	38.2	-5.6
	ACHIEVED	124	63	42	
	WROTE	163	144	110	
MSOBOMVU SENIOR SECONDARY SCHOOL - 4301052	% ACHIEVED	83.9	94.7	56.0	-38.7
	ACHIEVED	47	36	42	
	WROTE	56	38	75	
MT WHITE SENIOR SECONDARY SCHOOL - 4251046	% ACHIEVED	47.4	58.1	70.3	12.2
	ACHIEVED	27	18	26	
	WROTE	57	31	37	
MTAWELANGA SENIOR SECONDARY SCHOOL - 4301053	% ACHIEVED	62.7	69.2	94.1	24.9
	ACHIEVED	52	36	32	
	WROTE	83	52	34	
MTEBELE SENIOR SECONDARY SCHOOL - 4301054	% ACHIEVED	67.8	38.6	57.1	18.5
	ACHIEVED	40	17	24	
	WROTE	59	44	42	
MTENGWANE SENIOR SECONDARY SCHOOL - 4291054	% ACHIEVED	60.0	75.0	79.2	4.2
	ACHIEVED	39	45	42	
	WROTE	65	60	53	
MTETUVUMILE SENIOR SECONDARY SCHOOL - 4261035	% ACHIEVED	76.5	75.0	66.7	-8.3
	ACHIEVED	26	18	20	
	WROTE	34	24	30	
MTHATHA COLLEGE OF MATHS SCIENCE & C - 4292055	% ACHIEVED	76.3	69.0	77.8	8.7
	ACHIEVED	45	29	42	
	WROTE	59	42	54	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MTHINGWEVU SENIOR SECONDARY SCHOOL - 4261061	% ACHIEVED		77.8	45.7	-32.1
	ACHIEVED		14	21	
	WROTE		18	46	
MTHWAKU SENIOR SECONDARY SCHOOL - 4311062	% ACHIEVED	23.5	52.6	46.9	-5.8
	ACHIEVED	8	10	15	
	WROTE	34	19	32	
MTIRARA SENIOR SECONDARY SCHOOL - 4331047	% ACHIEVED	47.1	67.7	58.5	-9.2
	ACHIEVED	40	42	48	
	WROTE	85	62	82	
MTWENI SENIOR SECONDARY SCHOOL - 4281031	% ACHIEVED	24.3	71.9	34.3	-37.6
	ACHIEVED	37	46	49	
	WROTE	152	64	143	
MUIR COLLEGE BOYS HIGH SCHOOL - 4341055	% ACHIEVED	92.9	91.4	93.4	2.0
	ACHIEVED	52	64	71	
	WROTE	56	70	76	
MVENYANE SENIOR SECONDARY SCHOOL - 4251047	% ACHIEVED	69.2	73.0	62.5	-10.5
	ACHIEVED	119	81	115	
	WROTE	172	111	184	
MXHUME SENIOR SECONDARY SCHOOL - 4281071	% ACHIEVED	84.2	78.4	40.3	-38.1
	ACHIEVED	48	80	56	
	WROTE	57	102	139	
MZAMBA COMPREHENSIVE HIGH SCHOOL - 4241021	% ACHIEVED	75.3	69.1	74.2	5.1
	ACHIEVED	67	65	95	
	WROTE	89	94	128	
MZAMO SENIOR SECONDARY SCHOOL - 4331048	% ACHIEVED	56.0	34.8	69.6	34.8
	ACHIEVED	14	8	16	
	WROTE	25	23	23	
MZAMOMHLE HIGH SCHOOL - 4331049	% ACHIEVED	62.5	50.0	60.0	10.0
	ACHIEVED	5	6	6	
	WROTE	8	12	10	
MZAMOWETHU PUBLIC SCHOOL - 4321062	% ACHIEVED	100.0	96.6	76.2	-20.4
	ACHIEVED	33	28	32	
	WROTE	33	29	42	
MZIKAYISE DALASILE SECONDARY SCHOOL - 4261037	% ACHIEVED	62.1	51.5	78.3	26.7
	ACHIEVED	54	51	54	
	WROTE	87	99	69	
MZIMVUBU SENIOR SECONDARY SCHOOL - 4261038	% ACHIEVED	44.4	27.8	38.1	10.3
	ACHIEVED	8	5	8	
	WROTE	18	18	21	
MZOKHANYO HIGH SCHOOL - 4321063	% ACHIEVED	84.4	93.5	80.4	-13.1
	ACHIEVED	27	43	78	
	WROTE	32	46	97	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
MZOMHLE SENIOR SECONDARY - 4271029	% ACHIEVED	40.9	81.8	76.2	-5.6
	ACHIEVED	18	18	16	
	WROTE	44	22	21	
MZOMHLE SENIOR SECONDARY SCHOOL - 4321064	% ACHIEVED	72.1	59.2	91.9	32.7
	ACHIEVED	31	45	34	
	WROTE	43	76	37	
MZOMTSHA HIGH SCHOOL - 4311064	% ACHIEVED	57.1	30.8	54.5	23.8
	ACHIEVED	20	4	18	
	WROTE	35	13	33	
MZONTSUNDU SENIOR SECONDARY SCHOOL - 4321128	% ACHIEVED	75.5	75.0	88.4	13.4
	ACHIEVED	37	27	38	
	WROTE	49	36	43	
MZONTSUNDU SENIOR SECONDARY SCHOOL - 4341056	% ACHIEVED	62.5	64.2	51.7	-12.5
	ACHIEVED	35	34	31	
	WROTE	56	53	60	
MZUXOLILE HIGH SCHOOL - 4311066	% ACHIEVED	33.3	18.8	50.0	31.3
	ACHIEVED	4	3	7	
	WROTE	12	16	14	
MZWINI SENIOR SECONDARY SCHOOL - 4321065	% ACHIEVED	28.0	30.0	44.4	14.4
	ACHIEVED	7	3	12	
	WROTE	25	10	27	
N MOTMAN PUBLIC SCHOOL - 4331050	% ACHIEVED	62.0	61.3	59.6	-1.8
	ACHIEVED	57	65	53	
	WROTE	92	106	89	
NAKAZANA SENIOR SECONDARY SCHOOL - 4301055	% ACHIEVED	61.9	81.8	46.2	-35.7
	ACHIEVED	26	18	12	
	WROTE	42	22	26	
NANGAMSO SENIOR SECONDARY SCHOOL - 4311067	% ACHIEVED	51.6	20.0	65.0	45.0
	ACHIEVED	16	5	13	
	WROTE	31	25	20	
NASRUDDIN ISLAMIC HIGH SCHOOL - 4342057	% ACHIEVED	100.0	91.3	100.0	8.7
	ACHIEVED	29	21	30	
	WROTE	29	23	30	
NATHANIEL NYALUZA SECONDARY SCHOOL - 4351030	% ACHIEVED	25.0	35.1	62.5	27.4
	ACHIEVED	14	20	25	
	WROTE	56	57	40	
NATHANIEL PAMLA HIGH SCHOOL - 4311068	% ACHIEVED	62.4	84.7	86.4	1.7
	ACHIEVED	83	94	89	
	WROTE	133	111	103	
NCEDISIZWE SENIOR SECONDARY SCHOOL - 4301056	% ACHIEVED	47.7	49.0	33.9	-15.1
	ACHIEVED	21	50	20	
	WROTE	44	102	59	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
NCEDO SENIOR SECONDARY SCHOOL - 4341058	% ACHIEVED	71.4	56.3	50.0	-6.3
	ACHIEVED	45	36	24	
	WROTE	63	64	48	
NCEDOLWETHU SENIOR SECONDARY SCHOOL - 4311069	% ACHIEVED	68.6	61.5	47.6	-13.9
	ACHIEVED	24	24	20	
	WROTE	35	39	42	
NCUNCUZO SENIOR SECONDARY SCHOOL - 4261039	% ACHIEVED	71.8	72.7	37.0	-35.8
	ACHIEVED	94	64	51	
	WROTE	131	88	138	
NCURA SENIOR SECONDARY SCHOOL - 4241035	% ACHIEVED		87.3	80.5	-6.8
	ACHIEVED		55	62	
	WROTE		63	77	
NDABANKULU SENIOR SECONDARY SCHOOL - 4301057	% ACHIEVED	68.5	78.3	89.8	11.5
	ACHIEVED	100	112	123	
	WROTE	146	143	137	
NDALISO SENIOR SECONDARY SCHOOL - 4281032	% ACHIEVED	52.4	78.7	50.3	-28.4
	ACHIEVED	110	85	87	
	WROTE	210	108	173	
NDAMASE SENIOR SECONDARY SCHOOL - 4281033	% ACHIEVED	83.1	77.4	64.2	-13.1
	ACHIEVED	197	212	212	
	WROTE	237	274	330	
NDEMA SENIOR SECONDARY SCHOOL - 4261062	% ACHIEVED	33.3	60.0	73.3	13.3
	ACHIEVED	9	6	11	
	WROTE	27	10	15	
NDLOVUKAZI HIGH SCHOOL - 4331051	% ACHIEVED	88.6	88.2	77.9	-10.2
	ACHIEVED	109	82	120	
	WROTE	123	93	154	
NDYEBO NTSALUBA SENIOR SECONDARY SCH - 4261040	% ACHIEVED	81.7	91.0	72.4	-18.6
	ACHIEVED	58	61	42	
	WROTE	71	67	58	
NDYEBO SENIOR SECONDARY SCHOOL - 4341059	% ACHIEVED	68.3	94.5	59.6	-34.9
	ACHIEVED	56	52	59	
	WROTE	82	55	99	
NDZONDELELO HIGH SCHOOL - 4341060	% ACHIEVED	73.2	71.7	67.1	-4.5
	ACHIEVED	82	134	141	
	WROTE	112	187	210	
NEWELL PUBLIC SECONDARY SCHOOL - 4341061	% ACHIEVED	53.2	84.6	72.2	-12.4
	ACHIEVED	25	44	52	
	WROTE	47	52	72	
NEWTON HIGH SCHOOL - 4311070	% ACHIEVED	3.8	44.4	20.8	-23.6
	ACHIEVED	2	20	5	
	WROTE	52	45	24	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
NEWTON T H S - 4341062	% ACHIEVED	69.6	92.9	87.0	-5.9
	ACHIEVED	78	92	127	
	WROTE	112	99	146	
NGALONKULU SENIOR SECONDARY SCHOOL - 4241022	% ACHIEVED	36.8	53.3	23.2	-30.1
	ACHIEVED	28	32	16	
	WROTE	76	60	69	
NGANGELIZWE SENIOR SECONDARY SCHOOL - 4291056	% ACHIEVED	97.2	93.2	92.7	-0.5
	ACHIEVED	70	109	89	
	WROTE	72	117	96	
NGANGELIZWE SENIOR SECONDARY SCHOOL - 4311071	% ACHIEVED	66.7	100.0	69.2	-30.8
	ACHIEVED	6	4	9	
	WROTE	9	4	13	
NGANGOLWANDLE SENIOR SECONDARY SCHOOL - 4301058	% ACHIEVED	64.5	80.0	46.3	-33.7
	ACHIEVED	98	116	82	
	WROTE	152	145	177	
NGCINGWANE TECH S S S - 4301059	% ACHIEVED	87.3	96.3	47.6	-48.8
	ACHIEVED	48	79	49	
	WROTE	55	82	103	
NGOBOZANA SENIOR SECONDARY SCHOOL - 4281074	% ACHIEVED	50.5	57.8	84.4	26.6
	ACHIEVED	54	37	65	
	WROTE	107	64	77	
NGQELENI SENIOR SECONDARY SCHOOL - 4281034	% ACHIEVED	35.2	0.0	28.1	
	ACHIEVED	19	0	16	
	WROTE	54	0	57	
NGQWALA SENIOR SECONDARY SCHOOL - 4291104	% ACHIEVED	25.6	44.9	65.8	20.9
	ACHIEVED	11	22	25	
	WROTE	43	49	38	
NGUBENGCUKA SENIOR SECONDARY SCHOOL - 4331052	% ACHIEVED	50.0	66.7	38.9	-27.8
	ACHIEVED	7	12	7	
	WROTE	14	18	18	
NGUBESIZWE SENIOR SECONDARY SCHOOL - 4261041	% ACHIEVED	86.2	84.8	71.1	-13.8
	ACHIEVED	56	56	54	
	WROTE	65	66	76	
NGUBESIZWE SENIOR SECONDARY SCHOOL - 4291057	% ACHIEVED	78.8	90.0	78.1	-11.9
	ACHIEVED	41	36	50	
	WROTE	52	40	64	
NGUBESIZWE SENIOR SECONDARY SCHOOL - 4301060	% ACHIEVED	27.3	0.0	50.0	
	ACHIEVED	3	0	6	
	WROTE	11	8	12	
NGUBEZULU SENIOR SECONDARY SCHOOL - 4281035	% ACHIEVED	95.2	86.7	66.4	-20.3
	ACHIEVED	79	91	79	
	WROTE	83	105	119	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
NGWAYIBANJWA SENIOR SECONDARY SCHOOL - 4291058	% ACHIEVED	54.6	91.9	63.7	-28.2
	ACHIEVED	83	57	72	
	WROTE	152	62	113	
NGWEKAZI SENIOR SECONDARY SCHOOL - 4251048	% ACHIEVED	60.0	76.2	75.2	-0.9
	ACHIEVED	30	64	76	
	WROTE	50	84	101	
NGWENYATHI HIGH SCHOOL - 4321066	% ACHIEVED	83.3	90.3	75.3	-15.0
	ACHIEVED	55	65	67	
	WROTE	66	72	89	
NGWENZE SENIOR SECONDARY SCHOOL - 4301061	% ACHIEVED	71.2	79.5	66.2	-13.3
	ACHIEVED	99	93	47	
	WROTE	139	117	71	
NJONGOZABANTU SENIOR SECONDARY SCHOO - 4321129	% ACHIEVED	77.8	72.2	60.0	-12.2
	ACHIEVED	7	13	12	
	WROTE	9	18	20	
NKOS-MVINJELWA SENIOR SECONDARY SCHO - 4281077	% ACHIEVED			25.6	
	ACHIEVED			11	
	WROTE			43	
NKULULEKO SENIOR SCONDARY SCHOOL - 4341063	% ACHIEVED	53.0	76.5	45.3	-31.2
	ACHIEVED	53	13	43	
	WROTE	100	17	95	
NKULULEKO SENIOR SECONDARY SCHOOL - 4271030	% ACHIEVED	73.7	76.0	64.0	-12.0
	ACHIEVED	14	19	16	
	WROTE	19	25	25	
NKWANCA HIGH SCHOOL - 4331053	% ACHIEVED	79.3	79.9	62.8	-17.1
	ACHIEVED	92	123	140	
	WROTE	116	154	223	
NOBANGILE SENIOR SECONDARY SCHOOL - 4301062	% ACHIEVED	94.7	86.2	85.2	-1.0
	ACHIEVED	90	50	69	
	WROTE	95	58	81	
NOGEMANE SENIOR SECONDARY SCHOOL - 4281036	% ACHIEVED	87.0	80.4	77.6	-2.8
	ACHIEVED	40	41	38	
	WROTE	46	51	49	
NOLITHA COMPREHENSIVE TECHNICAL SCHO - 4301063	% ACHIEVED	70.8	77.6	57.1	-20.5
	ACHIEVED	63	59	44	
	WROTE	89	76	77	
NOMAGQWATHEKANA COMP TECH HIGH SCHOO - 4241023	% ACHIEVED	83.1	61.5	49.0	-12.5
	ACHIEVED	49	32	25	
	WROTE	59	52	51	
NOMAHEYA SENIOR SECONDARY SCHOOL - 4301064	% ACHIEVED	69.7	50.0	68.3	18.3
	ACHIEVED	53	22	41	
	WROTE	76	44	60	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
NOMBULELO SECONDARY SCHOOL - 4351031	% ACHIEVED	79.5	79.0	69.7	-9.3
	ACHIEVED	101	79	62	
	WROTE	127	100	89	
NOMPENDULO HIGH SCHOOL - 4321067	% ACHIEVED	83.3	90.0		-90.0
	ACHIEVED	15	9		
	WROTE	18	10		
NOMPUCUKO COMBINED SCHOOL - 4351032	% ACHIEVED	22.2	42.9	27.8	-15.1
	ACHIEVED	4	9	10	
	WROTE	18	21	36	
NOMPUMELELO HIGH SCHOOL - 4331054	% ACHIEVED	34.5	61.3	43.6	-17.7
	ACHIEVED	30	49	34	
	WROTE	87	80	78	
NOMPUMELELO SENIOR SECONDARY SCHOOL - 4271031	% ACHIEVED	37.5	45.0	62.5	17.5
	ACHIEVED	6	9	10	
	WROTE	16	20	16	
NOMZAMO SECONDARY SCHOOL - 4351033	% ACHIEVED	80.5	77.8	68.1	-9.7
	ACHIEVED	33	28	32	
	WROTE	41	36	47	
NONCEBA SENIOR SECONDARY SCHOOL - 4321068	% ACHIEVED	23.5	50.0	54.3	4.3
	ACHIEVED	4	10	19	
	WROTE	17	20	35	
NONCEDO COMBINED SCHOOL - 4321069	% ACHIEVED	70.6	54.5	71.4	16.9
	ACHIEVED	12	12	20	
	WROTE	17	22	28	
NONDWE SENIOR SECONDARY SCHOOL - 4301065	% ACHIEVED	76.5	72.0	42.5	-29.5
	ACHIEVED	26	18	17	
	WROTE	34	25	40	
NONGEKE SENIOR SECONDARY SCHOOL - 4241024	% ACHIEVED	43.6	55.0	52.7	-2.3
	ACHIEVED	102	94	78	
	WROTE	234	171	148	
NONKQUBELA SENIOR SECONDARY SCHOOL - 4241037	% ACHIEVED			89.4	
	ACHIEVED			59	
	WROTE			66	
NONKQUBELA SENIOR SECONDARY SCHOOL - 4331055	% ACHIEVED	33.3	50.0	14.3	-35.7
	ACHIEVED	4	3	2	
	WROTE	12	6	14	
NONKULULEKO SENIOR SECONDARY SCHOOL - 4331056	% ACHIEVED	45.5	33.3	22.2	-11.1
	ACHIEVED	5	3	2	
	WROTE	11	9	9	
NORTHERN LIGHTS SCHOOL - 4343064	% ACHIEVED	87.5	88.9	72.7	-16.2
	ACHIEVED	7	8	8	
	WROTE	8	9	11	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
NOSIMO TECHNICAL HIGH SCHOOL - 4261042	% ACHIEVED	54.5	91.7	87.0	-4.7
	ACHIEVED	12	11	20	
	WROTE	22	12	23	
NOSIZWE HIGH SCHOOL - 4321070	% ACHIEVED	38.8	55.8	77.1	21.4
	ACHIEVED	19	29	27	
	WROTE	49	52	35	
NOWAWE HIGH SCHOOL - 4321071	% ACHIEVED	65.8	66.7	47.5	-19.2
	ACHIEVED	25	16	19	
	WROTE	38	24	40	
NOZALISILE SENIOR SECONDARY SCHOOL - 4311074	% ACHIEVED	54.8	87.5	83.3	-4.2
	ACHIEVED	17	21	20	
	WROTE	31	24	24	
NOZUKO SENIOR SECONDARY SCHOOL - 4291059	% ACHIEVED	86.0	84.4	82.5	-1.8
	ACHIEVED	92	81	104	
	WROTE	107	96	126	
NQABARA SENIOR SECONDARY SCHOOL - 4301067	% ACHIEVED	63.6	97.0	68.1	-28.9
	ACHIEVED	28	32	32	
	WROTE	44	33	47	
NQABISILE SENIOR SECONDARY SCHOOL - 4301068	% ACHIEVED	47.3	78.3	48.4	-29.9
	ACHIEVED	26	18	15	
	WROTE	55	23	31	
NQWEBA SENIOR SECONDARY SCHOOL - 4351034	% ACHIEVED	92.6	87.0	75.4	-11.7
	ACHIEVED	50	47	49	
	WROTE	54	54	65	
NQWILISO SENIOR SECONDARY SCHOOL - 4291060	% ACHIEVED	44.3	58.7	64.4	5.7
	ACHIEVED	43	44	47	
	WROTE	97	75	73	
NTABANKULU SENIOR SECONDARY SCHOOL - 4251049	% ACHIEVED	87.8	92.8	56.2	-36.6
	ACHIEVED	65	77	73	
	WROTE	74	83	130	
NTABENKONYANA S S S - 4311075	% ACHIEVED	44.3	65.5	35.5	-30.0
	ACHIEVED	27	38	27	
	WROTE	61	58	76	
NTABEZULU SENIOR SECONDARY SCHOOL - 4241025	% ACHIEVED	65.8	89.3	82.3	-7.0
	ACHIEVED	125	133	130	
	WROTE	190	149	158	
NTAFUFU SENIOR SECONDARY SCHOOL - 4281037	% ACHIEVED	100.0	95.0	69.1	-25.9
	ACHIEVED	64	96	103	
	WROTE	64	101	149	
NTLALO SENIOR SECONDARY SCHOOL - 4271032	% ACHIEVED	95.0	69.5	29.3	-40.2
	ACHIEVED	19	41	17	
	WROTE	20	59	58	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
NTSHILINI SENIOR SECONDARY SCHOOL - 4281038	% ACHIEVED	89.2	90.9	64.2	-26.7
	ACHIEVED	91	110	106	
	WROTE	102	121	165	
NTSIKA SECONDARY SCHOOL - 4351035	% ACHIEVED	84.9	77.0	84.6	7.6
	ACHIEVED	79	67	88	
	WROTE	93	87	104	
NTSIKAYEZWWE HIGH SCHOOL - 4251050	% ACHIEVED	66.7	93.6	82.2	-11.4
	ACHIEVED	38	73	125	
	WROTE	57	78	152	
NTSIZWA SENIOR SECONDARY SCHOOL - 4251051	% ACHIEVED	80.0	29.6	46.2	16.5
	ACHIEVED	20	8	18	
	WROTE	25	27	39	
NTSOKOTHA SENIOR SECONDARY SCHOOL - 4321072	% ACHIEVED	67.2	93.3	58.0	-35.3
	ACHIEVED	39	28	47	
	WROTE	58	30	81	
NTSOKOTHA SENIOR SECONDARY SCHOOL - 4331057	% ACHIEVED	89.9	84.8	70.7	-14.2
	ACHIEVED	125	123	118	
	WROTE	139	145	167	
NTUKAYI SENIOR SECONDARY SCHOOL - 4241026	% ACHIEVED	43.6	79.5	84.5	5.1
	ACHIEVED	65	58	71	
	WROTE	149	73	84	
NTUNJA SENIOR SECONDARY SCHOOL - 4331061	% ACHIEVED	39.1	70.0	40.0	-30.0
	ACHIEVED	9	7	4	
	WROTE	23	10	10	
NYAMEKO HIGH SCHOOL - 4321073	% ACHIEVED	82.4	86.6	91.8	5.2
	ACHIEVED	70	71	89	
	WROTE	85	82	97	
NYANGA SENIOR SECONDARY SCHOOL - 4261043	% ACHIEVED	90.3	95.5	84.2	-11.2
	ACHIEVED	139	147	176	
	WROTE	154	154	209	
NYANGILIZWE SENIOR SECONDARY SCHOOL - 4281039	% ACHIEVED	80.2	58.5	53.2	-5.3
	ACHIEVED	69	55	66	
	WROTE	86	94	124	
NYANISO SENIOR SECONDARY SCHOOL - 4251052	% ACHIEVED	86.2	96.6	69.6	-27.0
	ACHIEVED	25	28	48	
	WROTE	29	29	69	
NYATHELA SENIOR SECONDARY SCHOOL - 4271033	% ACHIEVED	50.8	82.4	75.0	-7.4
	ACHIEVED	31	28	30	
	WROTE	61	34	40	
NZIMANKULU SENIOR SECONDARY SCHOOL - 4331059	% ACHIEVED	60.3	51.4	71.0	19.6
	ACHIEVED	76	37	66	
	WROTE	126	72	93	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
NZULULWAZI HIGH SCHOOL - 4311077	% ACHIEVED	50.6	73.0	65.5	-7.5
	ACHIEVED	40	54	36	
	WROTE	79	74	55	
NZULULWAZI SENIOR SECONDARY SCHOOL - 4251053	% ACHIEVED	33.3	73.2	57.3	-16.0
	ACHIEVED	33	52	146	
	WROTE	99	71	255	
OLIVER TAMBO TECH SCHOOL - 4241027	% ACHIEVED	48.5	66.3	58.9	-7.3
	ACHIEVED	50	55	33	
	WROTE	103	83	56	
OLIVET PRIVATE SCHOOL - 4332062	% ACHIEVED	88.9	87.5	92.9	5.4
	ACHIEVED	8	14	26	
	WROTE	9	16	28	
OSBORN SENIOR SECONDARY SCHOOL - 4251054	% ACHIEVED	91.2	81.5	98.1	16.6
	ACHIEVED	310	287	210	
	WROTE	340	352	214	
PAKAMANI SENIOR SECONDARY SCHOOL - 4261045	% ACHIEVED	79.0	77.1	78.1	1.0
	ACHIEVED	132	138	114	
	WROTE	167	179	146	
PAKAMANI SENIOR SECONDARY SCHOOL - 4301069	% ACHIEVED	84.5	91.0	65.9	-25.1
	ACHIEVED	98	81	116	
	WROTE	116	89	176	
PAKAMANI SENIOR SECONDARY SCHOOL - 4331094	% ACHIEVED	55.0	76.9	66.7	-10.3
	ACHIEVED	11	10	8	
	WROTE	20	13	12	
PALMERTON HIGH SCHOOL - 4281040	% ACHIEVED	77.3	97.3	86.6	-10.7
	ACHIEVED	102	71	161	
	WROTE	132	73	186	
PANGELELE SENIOR SECONDARY SCHOOL - 4281041	% ACHIEVED	75.4	0.0	30.3	
	ACHIEVED	132	0	50	
	WROTE	175	0	165	
PATENSIE SECONDARY SCHOOL - 4351036	% ACHIEVED	29.4	52.9	52.6	-0.3
	ACHIEVED	10	9	20	
	WROTE	34	17	38	
PATERSON HIGH SCHOOL - 4341065	% ACHIEVED	76.9	82.3	81.0	-1.3
	ACHIEVED	60	79	81	
	WROTE	78	96	100	
PAUL SAUER HIGH SCHOOL - 4351037	% ACHIEVED	97.5	87.5	92.3	4.8
	ACHIEVED	39	28	36	
	WROTE	40	32	39	
PEARSON HIGH SCHOOL - 4341066	% ACHIEVED	99.6	99.6	99.1	-0.4
	ACHIEVED	222	232	226	
	WROTE	223	233	228	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
PEARSTON SENIOR SECONDARY SCHOOL - 4351038	% ACHIEVED	41.4	62.5	29.7	-32.8
	ACHIEVED	12	10	11	
	WROTE	29	16	37	
PHAKAMA HOFMEYR HIGH SCHOOL - 4331063	% ACHIEVED	51.9	57.9	70.6	12.7
	ACHIEVED	14	11	12	
	WROTE	27	19	17	
PHAKAMANI SENIOR SECONDARY SCHOOL - 4331064	% ACHIEVED	63.2	57.1	100.0	42.9
	ACHIEVED	12	4	12	
	WROTE	19	7	12	
PHAKAMISA SENIOR SECONDARY SCHOOL - 4341067	% ACHIEVED	42.6	71.1	61.9	-9.2
	ACHIEVED	20	32	26	
	WROTE	47	45	42	
PHAMBILI MZONTSUNDU SENIOR SECONDARY - 4271034	% ACHIEVED	74.2	100.0	85.7	-14.3
	ACHIEVED	23	27	30	
	WROTE	31	27	35	
PHAMBILI SENIOR SECONDARY SCHOOL - 4281042	% ACHIEVED	88.7	75.0	60.0	-15.0
	ACHIEVED	55	84	45	
	WROTE	62	112	75	
PHANDULWAZI AGRICULTURAL HIGH SCHOOL - 4311078	% ACHIEVED	63.2	57.1	68.4	11.3
	ACHIEVED	43	28	39	
	WROTE	68	49	57	
PHAPHANI SENIOR SECONDARY SCHOOL - 4341068	% ACHIEVED	38.9	85.7	65.5	-20.3
	ACHIEVED	28	24	36	
	WROTE	72	28	55	
PHILEMON NGCELWANE HIGH SCHOOL - 4321074	% ACHIEVED	64.1	87.1	65.4	-21.7
	ACHIEVED	66	61	70	
	WROTE	103	70	107	
PHILLIP MTYWAKU SEN SEC SCHOOL - 4321075	% ACHIEVED	56.5	70.8	47.1	-23.8
	ACHIEVED	26	34	40	
	WROTE	46	48	85	
PHUMELELE COMMERCIAL & TECHNICAL SCH - 4251055	% ACHIEVED	20.8	75.0	36.8	-38.2
	ACHIEVED	5	12	7	
	WROTE	24	16	19	
PONDOLWENDLOVU SENIOR SECONDARY SCH - 4281043	% ACHIEVED	73.3	90.9	76.9	-14.0
	ACHIEVED	77	80	113	
	WROTE	105	88	147	
PORT ALFRED HIGH SCHOOL - 4351039	% ACHIEVED	82.8	89.3	94.9	5.6
	ACHIEVED	53	67	56	
	WROTE	64	75	59	
PORT REX TECHNICAL HIGH - 4321076	% ACHIEVED	89.1	87.3	87.5	0.2
	ACHIEVED	90	89	84	
	WROTE	101	102	96	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
PORT ST JOHNS S S S - 4281044	% ACHIEVED	63.3	78.9	44.3	-34.7
	ACHIEVED	50	90	97	
	WROTE	79	114	219	
PUMLANI SENIOR SECONDARY SCHOOL - 4331065	% ACHIEVED	93.6	58.1	57.7	-0.4
	ACHIEVED	44	36	30	
	WROTE	47	62	52	
QAPHELANI SENIOR SECONDARY SCHOOL - 4341069	% ACHIEVED	42.9	84.4	59.3	-25.1
	ACHIEVED	30	27	32	
	WROTE	70	32	54	
QAQAMBA SENIOR SECONDARY SCHOOL - 4321077	% ACHIEVED	92.0	100.0	75.6	-24.4
	ACHIEVED	46	48	62	
	WROTE	50	48	82	
QHAMANI SENIOR SECONDARY SCHOOL - 4321078	% ACHIEVED	88.9	100.0	80.0	-20.0
	ACHIEVED	8	9	12	
	WROTE	9	9	15	
QHASANA SENIOR SECONDARY SCHOOL - 4321079	% ACHIEVED	42.9	75.9	28.3	-47.6
	ACHIEVED	24	22	13	
	WROTE	56	29	46	
QHAYIYA SENIOR SECONDARY SCHOOL - 4311079	% ACHIEVED	45.5	100.0	88.2	-11.8
	ACHIEVED	10	16	15	
	WROTE	22	16	17	
QHAYIYALETHU F E T - 4351040	% ACHIEVED	55.6	41.7	69.6	27.9
	ACHIEVED	15	10	16	
	WROTE	27	24	23	
QINGQOLO S S S - 4291061	% ACHIEVED	34.1	72.4	66.0	-6.4
	ACHIEVED	15	21	33	
	WROTE	44	29	50	
QOKOLWENI SENIOR SECONDARY SCHOOL - 4291062	% ACHIEVED	79.2	90.9	71.9	-19.0
	ACHIEVED	57	80	69	
	WROTE	72	88	96	
QOMBOLO SENIOR SECONDARY SCHOOL - 4301070	% ACHIEVED	73.7	72.2	47.4	-24.9
	ACHIEVED	14	13	9	
	WROTE	19	18	19	
QUEEN'S COLLEGE BOYS' HIGH SCHOOL - 4331066	% ACHIEVED	99.0	93.9	92.4	-1.5
	ACHIEVED	95	77	85	
	WROTE	96	82	92	
QUEENSTOWN GIRLS HIGH SCHOOL - 4331067	% ACHIEVED	100.0	100.0	100.0	0.0
	ACHIEVED	101	92	95	
	WROTE	101	92	95	
QUMBU TECHNICAL HIGH SCHOOL - 4291063	% ACHIEVED	64.5	72.0	57.8	-14.2
	ACHIEVED	40	36	26	
	WROTE	62	50	45	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
QUMBU VILLAGE S S S - 4291064	% ACHIEVED	88.4	75.2	68.9	-6.3
	ACHIEVED	129	106	104	
	WROTE	146	141	151	
RABULA SENIOR SECONDARY SCHOOL - 4311080	% ACHIEVED		40.0	50.0	10.0
	ACHIEVED		2	2	
	WROTE		5	4	
RALEBITSO SENIOR SECONDARY SCHOOL - 4251056	% ACHIEVED	23.5	37.9	74.2	36.3
	ACHIEVED	4	11	23	
	WROTE	17	29	31	
RAMAFOLE SENIOR SECONDARY SCHOOL - 4251057	% ACHIEVED	83.0	98.9	92.9	-5.9
	ACHIEVED	73	86	118	
	WROTE	88	87	127	
RAYMOND MHLABA SENIOR SECONDARY - 4331068	% ACHIEVED	59.4	79.2	80.4	1.2
	ACHIEVED	19	42	37	
	WROTE	32	53	46	
REUBEN BIRIN SPECIAL SCHOOL - 4343099	% ACHIEVED			0.0	
	ACHIEVED			0	
	WROTE			3	
REUBEN NTULI SENIOR SECONDARY SCHOOL - 4291065	% ACHIEVED	45.2	97.4	41.1	-56.4
	ACHIEVED	19	38	23	
	WROTE	42	39	56	
REX MDEBUKA SENIOR SECONDARY SCHOOL - 4271035	% ACHIEVED	52.5	94.1	72.7	-21.4
	ACHIEVED	21	16	40	
	WROTE	40	17	55	
RICHARD VARHA HIGH SCHOOL - 4321080	% ACHIEVED	95.1	99.1	69.9	-29.2
	ACHIEVED	117	116	100	
	WROTE	123	117	143	
RIEBEEK COLLEGE GIRLS HIGH SCHOOL - 4341070	% ACHIEVED	100.0	100.0	98.9	-1.1
	ACHIEVED	90	75	87	
	WROTE	90	75	88	
RIVERSIDE SENIOR SECONDARY SCHOOL - 4282045	% ACHIEVED	80.6	63.9	57.7	-6.2
	ACHIEVED	29	23	15	
	WROTE	36	36	26	
ROCKLANDS INTERMEDIATE SCHOOL - 4341071	% ACHIEVED	73.1	83.3	66.7	-16.7
	ACHIEVED	19	20	34	
	WROTE	26	24	51	
RODE SENIOR SECONDARY SCHOOL - 4251058	% ACHIEVED	69.6	60.3	80.4	20.1
	ACHIEVED	48	181	74	
	WROTE	69	300	92	
ROYAL ACADEMY - 4332069	% ACHIEVED	33.3	55.2	61.1	5.9
	ACHIEVED	16	16	22	
	WROTE	48	29	36	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
S E K MQHAYI HIGH SCHOOL - 4321081	% ACHIEVED	66.7	100.0	73.3	-26.7
	ACHIEVED	8	11	11	
	WROTE	12	11	15	
SABATA SENIOR SECONDARY SCHOOL - 4261046	% ACHIEVED	81.3	95.7	96.6	0.9
	ACHIEVED	13	22	28	
	WROTE	16	23	29	
SADA SCHOOL OF EXCELLENCE - 4331090	% ACHIEVED	83.3	83.3	83.3	0.0
	ACHIEVED	5	5	5	
	WROTE	6	6	6	
SAKHIKAMVA HIGH SCHOOL - 4321082	% ACHIEVED	64.3	57.4	45.7	-11.6
	ACHIEVED	27	39	32	
	WROTE	42	68	70	
SAKHISIZWE HIGH SCHOOL - 4321083	% ACHIEVED	69.0	68.1	82.8	14.6
	ACHIEVED	58	47	48	
	WROTE	84	69	58	
SAKHISIZWE SENIOR SECONDARY SCHOOL - 4341072	% ACHIEVED	81.3	50.0	47.4	-2.6
	ACHIEVED	13	21	18	
	WROTE	16	42	38	
SAKHULULEKA HIGH SCHOOL - 4311082	% ACHIEVED	42.0	58.1	55.1	-2.9
	ACHIEVED	29	36	43	
	WROTE	69	62	78	
SAKUPHUMELELA S S S - 4311083	% ACHIEVED	42.5	60.5	35.7	-24.8
	ACHIEVED	17	23	5	
	WROTE	40	38	14	
SAMKELWE SENIOR SECONDARY SCHOOL - 4351042	% ACHIEVED	31.3	92.3	54.1	-38.3
	ACHIEVED	15	24	20	
	WROTE	48	26	37	
SAMUEL NOMBWU SENIOR SECONDARY SCHO - 4271036	% ACHIEVED	92.0	61.8	77.1	15.3
	ACHIEVED	23	34	27	
	WROTE	25	55	35	
SANCTOR HIGH SCHOOL - 4341073	% ACHIEVED	81.7	74.5	64.5	-10.0
	ACHIEVED	103	120	138	
	WROTE	126	161	214	
SANDI SENIOR SECONDARY SCHOOL - 4281046	% ACHIEVED	77.1	100.0	95.0	-5.0
	ACHIEVED	84	56	95	
	WROTE	109	56	100	
SANDISIWE HIGH SCHOOL - 4321084	% ACHIEVED	87.8	85.1	80.8	-4.4
	ACHIEVED	65	63	63	
	WROTE	74	74	78	
SANDISULWAZI HIGH SCHOOL - 4351043	% ACHIEVED	53.8	26.7	38.7	12.0
	ACHIEVED	7	4	12	
	WROTE	13	15	31	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
SANDY NAJEKE S S S - 4291066	% ACHIEVED	64.7	93.3	92.9	-0.5
	ACHIEVED	11	14	13	
	WROTE	17	15	14	
SANGONI SENIOR SECONDARY SCHOOL - 4281047	% ACHIEVED	57.4	67.6	80.3	12.8
	ACHIEVED	112	198	139	
	WROTE	195	293	173	
SAPUKANDUKU SENIOR SECONDARY SCHOOL - 4251059	% ACHIEVED	31.6	41.4	52.2	10.8
	ACHIEVED	12	12	36	
	WROTE	38	29	69	
SEA VIEW SECONDARY SCHOOL - 4291102	% ACHIEVED	58.7	62.0	48.4	-13.6
	ACHIEVED	88	129	92	
	WROTE	150	208	190	
SEHUSHE COMM SCHOOL - 4281048	% ACHIEVED	68.8	85.1	70.9	-14.3
	ACHIEVED	106	126	90	
	WROTE	154	148	127	
SELBORNE COLLEGE BOYS HIGH - 4321085	% ACHIEVED	96.8	99.4	100.0	0.6
	ACHIEVED	150	153	153	
	WROTE	155	154	153	
SENYUKELE SENIOR SECONDARY SCHOOL - 4251060	% ACHIEVED	98.5	89.3	79.2	-10.1
	ACHIEVED	132	133	137	
	WROTE	134	149	173	
SHAWBURY SENIOR SECONDARY SCHOOL - 4291067	% ACHIEVED	71.9	67.3	61.6	-5.7
	ACHIEVED	87	101	106	
	WROTE	121	150	172	
SHUKUMA SENIOR SECONDARY SCHOOL - 4241028	% ACHIEVED	78.8	68.3	78.5	10.2
	ACHIEVED	63	56	102	
	WROTE	80	82	130	
SIBABALE SENIOR SECONDARY SCHOOL - 4271037	% ACHIEVED	46.3	71.7	63.9	-7.8
	ACHIEVED	37	33	39	
	WROTE	80	46	61	
SIBI SENIOR SECONDARY SCHOOL - 4251061	% ACHIEVED	71.7	61.0	62.5	1.5
	ACHIEVED	33	36	40	
	WROTE	46	59	64	
SIBONILE SENIOR SECONDARY SCHOOL - 4331070	% ACHIEVED	61.5	88.9	33.3	-55.6
	ACHIEVED	8	8	2	
	WROTE	13	9	6	
SIBUYELE COMBINED SCHOOL - 4331071	% ACHIEVED	82.4	61.1	41.5	-19.6
	ACHIEVED	28	22	17	
	WROTE	34	36	41	
SIDINANE SENIOR SECONDARY SCHOOL - 4271038	% ACHIEVED	77.7	86.6	56.9	-29.7
	ACHIEVED	136	84	119	
	WROTE	175	97	209	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
SIFONONDILE SENIOR SECONDARY SCHOOL - 4261047	% ACHIEVED	21.7	28.6	12.5	-16.1
	ACHIEVED	5	6	2	
	WROTE	23	21	16	
SIKHULULE HIGH SCHOOL - 4321086	% ACHIEVED	39.1	56.4	64.7	8.3
	ACHIEVED	25	31	55	
	WROTE	64	55	85	
SILIMELA HIGH SCHOOL - 4321087	% ACHIEVED	47.6	92.3	88.0	-4.3
	ACHIEVED	20	24	22	
	WROTE	42	26	25	
SIMPHIWE KHETHWA SECONDARY SCHOOL - 4271039	% ACHIEVED	76.2	77.8	90.0	12.2
	ACHIEVED	16	14	27	
	WROTE	21	18	30	
SIMZAMILE SENIOR SECONDARY SCHOOL - 4321088	% ACHIEVED	33.3	33.3	31.8	-1.5
	ACHIEVED	10	15	7	
	WROTE	30	45	22	
SINETHEMBA PUBLIC SCHOOL - 4311084	% ACHIEVED	57.4	61.8	71.2	9.4
	ACHIEVED	54	34	47	
	WROTE	94	55	66	
SINETHEMBA SENIOR SECONDARY SCHOOL - 4321089	% ACHIEVED	68.2	53.6	42.1	-11.5
	ACHIEVED	30	15	8	
	WROTE	44	28	19	
SINIWIWE HIGH SCHOOL - 4321090	% ACHIEVED	70.6	54.8	76.7	21.8
	ACHIEVED	24	17	23	
	WROTE	34	31	30	
SINOLWAZI SENIOR SECONDARY SCHOOL - 4291068	% ACHIEVED	56.4	88.1	87.1	-1.0
	ACHIEVED	44	74	88	
	WROTE	78	84	101	
SINOVUYO HIGH SCHOOL - 4321091	% ACHIEVED	75.0	75.0	66.7	-8.3
	ACHIEVED	18	9	16	
	WROTE	24	12	24	
SIPHO CAMAGU HIGH SCHOOL - 4311005	% ACHIEVED		61.3	58.0	-3.3
	ACHIEVED		19	29	
	WROTE		31	50	
SISEKO HIGH SCHOOL - 4311087	% ACHIEVED	57.1	89.5	85.2	-4.3
	ACHIEVED	16	17	23	
	WROTE	28	19	27	
SISONKE SENIOR SECONDARY SCHOOL - 4341074	% ACHIEVED	35.7	57.6	60.9	3.3
	ACHIEVED	10	19	14	
	WROTE	28	33	23	
SITHUKUTHEZI SENIOR SECONDARY SCHOOL - 4241029	% ACHIEVED	54.7	58.1	69.6	11.4
	ACHIEVED	35	25	32	
	WROTE	64	43	46	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
SITOZA SENIOR SECONDARY SCHOOL - 4261048	% ACHIEVED	82.5	85.7	90.9	5.2
	ACHIEVED	47	84	70	
	WROTE	57	98	77	
SIVE SPECIAL SCHOOL - 4253001	% ACHIEVED			25.0	
	ACHIEVED			1	
	WROTE			4	
SIVUMELENE SENIOR SECONDARY SCHOOL - 4271040	% ACHIEVED	47.1	69.6	64.5	-5.0
	ACHIEVED	8	16	20	
	WROTE	17	23	31	
SIWALI SENIOR SECONDARY SCHOOL - 4281049	% ACHIEVED	77.7	86.1	85.1	-1.0
	ACHIEVED	73	68	74	
	WROTE	94	79	87	
SIYABABALWA SENIOR SECONDARY SCHOOL - 4321092	% ACHIEVED	35.7	50.0		-50.0
	ACHIEVED	5	7		
	WROTE	14	14		
SIYABALALA SENIOR SECONDARY SCHOOL - 4261049	% ACHIEVED	64.7	56.3	36.4	-19.9
	ACHIEVED	11	9	8	
	WROTE	17	16	22	
SIYABONGA SENIOR SECONDARY SCHOOL - 4311088	% ACHIEVED	73.9	100.0	90.9	-9.1
	ACHIEVED	17	9	10	
	WROTE	23	9	11	
SIYABULELA SENIOR SECONDARY SCHOOL - 4301071	% ACHIEVED	45.9	50.0	90.0	40.0
	ACHIEVED	17	9	18	
	WROTE	37	18	20	
SIYAKHULA PUBLIC SCHOOL - 4311089	% ACHIEVED	29.3	50.0	72.7	22.7
	ACHIEVED	12	17	16	
	WROTE	41	34	22	
SIYAPHAKAMA SENIOR SECONDARY SCHOOL - 4331073	% ACHIEVED	53.6	62.9	66.7	3.8
	ACHIEVED	15	22	22	
	WROTE	28	35	33	
SIYAZAKHA SECONDARY SCHOOL - 4321093	% ACHIEVED	66.7	61.1	30.0	-31.1
	ACHIEVED	12	11	9	
	WROTE	18	18	30	
SIZINGISILE SENIOR SECONDARY SCHOOL - 4311090	% ACHIEVED	60.5	86.7	54.5	-32.1
	ACHIEVED	23	26	18	
	WROTE	38	30	33	
SMUTS NDAMASE S S S - 4281050	% ACHIEVED	13.5	21.8	49.2	27.4
	ACHIEVED	5	17	60	
	WROTE	37	78	122	
SOBABA HIGH SCHOOL - 4281051	% ACHIEVED	75.0	75.0	66.1	-8.9
	ACHIEVED	36	21	37	
	WROTE	48	28	56	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
SOBANTU SENIOR SECONDARY SCHOOL - 4311091	% ACHIEVED	57.1	70.0	70.0	0.0
	ACHIEVED	8	21	14	
	WROTE	14	30	20	
SOLOMON MAHLANGU HIGH SCHOOL - 4341075	% ACHIEVED	73.1	93.2	92.1	-1.1
	ACHIEVED	68	110	140	
	WROTE	93	118	152	
SOLOMON MAHLANGU SENIOR SECONDARY - 4321095	% ACHIEVED	69.7	64.1	35.5	-28.6
	ACHIEVED	23	25	27	
	WROTE	33	39	76	
SOMAGUNYA SENIOR SECONDARY SCHOOL - 4291070	% ACHIEVED	56.4	72.0	61.0	-11.0
	ACHIEVED	22	18	25	
	WROTE	39	25	41	
SONQISHE SENIOR SECONDARY SCHOOL - 4251063	% ACHIEVED	30.6	73.0	50.5	-22.4
	ACHIEVED	19	27	47	
	WROTE	62	37	93	
SOPHAKAMA SENIOR SECONDARY SCHOOL - 4301072	% ACHIEVED	50.0	50.0	72.7	22.7
	ACHIEVED	7	7	8	
	WROTE	14	14	11	
SOPHAKAMA SENIOR SECONDARY SCHOOL - 4341076	% ACHIEVED	73.3	48.3	60.5	12.2
	ACHIEVED	11	14	26	
	WROTE	15	29	43	
SOPHATHISANA SENIOR SECONDARY SCHOOL - 4321096	% ACHIEVED	63.7	45.7	64.9	19.2
	ACHIEVED	65	43	63	
	WROTE	102	94	97	
SOQHAYISA SENIOR SECONDARY SCHOOL - 4341077	% ACHIEVED	94.1	98.8	100.0	1.2
	ACHIEVED	48	85	89	
	WROTE	51	86	89	
SOSEBENZA SENIOR SECONDARY SCHOOL - 4331075	% ACHIEVED	14.3	31.3	50.0	18.8
	ACHIEVED	4	5	8	
	WROTE	28	16	16	
SOTININI SENIOR SECONDARY - 4311092	% ACHIEVED	53.8	27.3	50.0	22.7
	ACHIEVED	7	3	6	
	WROTE	13	11	12	
SOUTHERNWOOD HIGH SCHOOL - 4291103	% ACHIEVED		68.0	83.8	15.8
	ACHIEVED		17	31	
	WROTE		25	37	
SOVUKA SIKHANYE HIGH SCHOOL - 4331076	% ACHIEVED	36.4	56.3	41.7	-14.6
	ACHIEVED	4	9	5	
	WROTE	11	16	12	
SOYISILE SENIOR SECONDARY SCHOOL - 4331077	% ACHIEVED	61.9	70.4	61.9	-8.5
	ACHIEVED	13	19	13	
	WROTE	21	27	21	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
SPANDAU SENIOR SECONDARY SCHOOL - 4351045	% ACHIEVED	48.7	68.1	45.6	-22.5
	ACHIEVED	55	64	52	
	WROTE	113	94	114	
ST ALBANS PRISON - 4344098	% ACHIEVED	50.0		75.0	
	ACHIEVED	2		3	
	WROTE	4		4	
ST BARTHOLOMEWS S S S - 4291072	% ACHIEVED	68.5	80.9	25.5	-55.4
	ACHIEVED	37	55	13	
	WROTE	54	68	51	
ST CHARLES SOJOLA HIGH SCHOOL - 4311093	% ACHIEVED	66.7	72.9	63.6	-9.3
	ACHIEVED	14	35	35	
	WROTE	21	48	55	
ST CHRISTOPHERS PRIVATE SCHOOL - 4322097	% ACHIEVED	95.6	98.7	95.2	-3.5
	ACHIEVED	43	76	59	
	WROTE	45	77	62	
ST COLMCILLE SENIOR SECONDARY SCHOOL - 4351047	% ACHIEVED	91.9	91.3	70.6	-20.7
	ACHIEVED	34	21	36	
	WROTE	37	23	51	
ST CUTHBERTS S S S - 4291071	% ACHIEVED	47.3	45.8	50.0	4.2
	ACHIEVED	44	22	16	
	WROTE	93	48	32	
ST GEORGES SENIOR SECONDARY SCHOOL - 4251064	% ACHIEVED	61.2	70.4	56.3	-14.0
	ACHIEVED	142	114	120	
	WROTE	232	162	213	
ST JAMES SECONDARY SCHOOL - 4341078	% ACHIEVED	77.8	84.1	74.3	-9.8
	ACHIEVED	56	69	55	
	WROTE	72	82	74	
ST JAMES SENIOR SECONDARY SCHOOL - 4261050	% ACHIEVED	92.4	70.5	73.3	2.8
	ACHIEVED	220	170	173	
	WROTE	238	241	236	
ST JOHNS COLLEGE - 4291073	% ACHIEVED	91.5	82.2	91.1	8.9
	ACHIEVED	321	355	328	
	WROTE	351	432	360	
ST JUDE PRIVATE SCHOOL - 4292074	% ACHIEVED	60.0	73.7	81.3	7.6
	ACHIEVED	12	14	13	
	WROTE	20	19	16	
ST MARGARET SENIOR SECONDARY SCHOOL - 4251065	% ACHIEVED	73.7	81.5	71.6	-9.9
	ACHIEVED	28	22	63	
	WROTE	38	27	88	
ST MARKS TECHNICAL HIGH SCHOOL - 4251066	% ACHIEVED	56.5	76.5	84.1	7.6
	ACHIEVED	13	26	37	
	WROTE	23	34	44	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
ST MARTINS SCHOOL - 4292075	% ACHIEVED	83.7	37.8	65.5	27.7
	ACHIEVED	36	14	19	
	WROTE	43	37	29	
ST MATTHEWS HIGH SCHOOL - 4311094	% ACHIEVED	80.0	75.0	72.5	-2.5
	ACHIEVED	80	84	95	
	WROTE	100	112	131	
ST PATRICKS SENIOR SECONDARY SCHOOL - 4281052	% ACHIEVED	75.7	79.9	67.2	-12.6
	ACHIEVED	209	131	154	
	WROTE	276	164	229	
ST TERESA HIGH SCHOOL - 4271042	% ACHIEVED	74.7	83.0	66.9	-16.1
	ACHIEVED	109	137	162	
	WROTE	146	165	242	
ST THOMAS FOR THE DEAF - 4323126	% ACHIEVED	33.3	66.7	66.7	0.0
	ACHIEVED	1	4	2	
	WROTE	3	6	3	
ST THOMAS PRIVATE SCHOOL - 4322098	% ACHIEVED	90.9	81.6	82.0	0.4
	ACHIEVED	30	40	41	
	WROTE	33	49	50	
ST THOMAS SENIOR SECONDARY SCHOOL - 4341079	% ACHIEVED	81.0	74.8	64.5	-10.3
	ACHIEVED	124	86	78	
	WROTE	153	115	121	
STERKSPRUIT CHRISTIAN SCHOOL - 4272043	% ACHIEVED	100.0	93.3	90.9	-2.4
	ACHIEVED	27	14	20	
	WROTE	27	15	22	
STERKSPRUIT SENIOR SECONDARY SCHOOL - 4271044	% ACHIEVED	52.6	71.4	48.5	-22.9
	ACHIEVED	81	110	81	
	WROTE	154	154	167	
STIRLING HIGH SCHOOL - 4321099	% ACHIEVED	97.6	97.6	96.6	-1.0
	ACHIEVED	207	206	198	
	WROTE	212	211	205	
STRATEGIC HIGH SCHOOL - 4292076	% ACHIEVED	64.4	46.0	43.8	-2.3
	ACHIEVED	56	29	21	
	WROTE	87	63	48	
STRELITZIA HIGH SCHOOL - 4341080	% ACHIEVED	88.9	75.9	79.3	3.4
	ACHIEVED	128	107	119	
	WROTE	144	141	150	
STUTTEREIM MATHS & SCIENCE ACADEMY - 4312001	% ACHIEVED	22.2	33.3	44.4	11.1
	ACHIEVED	4	4	8	
	WROTE	18	12	18	
STUTTERHEIM HIGH SCHOOL - 4311095	% ACHIEVED	92.7	97.3	93.3	-4.0
	ACHIEVED	38	36	42	
	WROTE	41	37	45	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
SUKUDE SENIOR SECONDARY SCHOOL - 4251067	% ACHIEVED	73.3	80.9	74.7	-6.2
	ACHIEVED	187	212	192	
	WROTE	255	262	257	
SULENKAMA SENIOR SECONDARY SCHOOL - 4291077	% ACHIEVED	81.3	83.3	43.5	-39.9
	ACHIEVED	26	25	30	
	WROTE	32	30	69	
T EM MRWETYANA SENIOR SECONDARY - 4351048	% ACHIEVED	35.7	69.2	34.2	-35.0
	ACHIEVED	5	9	13	
	WROTE	14	13	38	
TAMBEKILE SENIOR SECONDARY SCHOOL - 4331078	% ACHIEVED	68.8	77.1	62.5	-14.6
	ACHIEVED	33	27	40	
	WROTE	48	35	64	
TAMSANQA HIGH SCHOOL - 4311096	% ACHIEVED	25.0	100.0	23.5	-76.5
	ACHIEVED	2	11	4	
	WROTE	8	11	17	
TANDANANI SENIOR SECONDARY SCHOOL - 4291078	% ACHIEVED	76.9	83.0	39.3	-43.7
	ACHIEVED	30	44	24	
	WROTE	39	53	61	
TANGA SENIOR SECONDARY SCHOOL - 4301073	% ACHIEVED	77.5	77.5	80.5	3.0
	ACHIEVED	55	62	70	
	WROTE	71	80	87	
TARKASTAD HIGH SCHOOL - 4331079	% ACHIEVED	92.9	100.0	96.2	-3.8
	ACHIEVED	26	31	25	
	WROTE	28	31	26	
TEMPLETON HIGH SCHOOL - 4311097	% ACHIEVED	69.4	87.5	93.0	5.5
	ACHIEVED	25	28	40	
	WROTE	36	32	43	
THABAZI SENIOR SECONDARY SCHOOL - 4281070	% ACHIEVED		73.5	70.3	-3.1
	ACHIEVED		72	64	
	WROTE		98	91	
THAKABANNA SENIOR SECONDARY SCHOOL - 4271045	% ACHIEVED	86.5	77.8	61.0	-16.8
	ACHIEVED	32	42	61	
	WROTE	37	54	100	
THANDUXOLO SENIOR SECONDARY SCHOOL - 4341082	% ACHIEVED	54.5	28.6		-28.6
	ACHIEVED	6	2		
	WROTE	11	7		
THE HILL COLLEGE - 4342083	% ACHIEVED	100.0	100.0	100.0	0.0
	ACHIEVED	29	30	31	
	WROTE	29	30	31	
THEMBALABANTU HIGH SCHOOL - 4321100	% ACHIEVED	69.8	79.6	44.7	-34.9
	ACHIEVED	37	43	38	
	WROTE	53	54	85	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
THEMBALESIZWE COM TECH - 4241030	% ACHIEVED	51.4	69.0	61.4	-7.6
	ACHIEVED	38	40	27	
	WROTE	74	58	44	
THEMBALESIZWE S S S - 4321101	% ACHIEVED	45.5	84.6	75.0	-9.6
	ACHIEVED	5	11	6	
	WROTE	11	13	8	
THEMBELANI HIGH SCHOOL - 4311099	% ACHIEVED	40.0	27.3	69.2	42.0
	ACHIEVED	8	6	9	
	WROTE	20	22	13	
THOBELANI SENIOR SECONDARY SCHOOL - 4311100	% ACHIEVED	77.4	35.6	34.8	-0.8
	ACHIEVED	24	16	8	
	WROTE	31	45	23	
THOLANG SENIOR SECONDARY SCHOOL - 4251082	% ACHIEVED	70.4	86.2	54.5	-31.7
	ACHIEVED	126	137	151	
	WROTE	179	159	277	
THOMAS NTABA SENIOR SECONDARY SCHOOL - 4271046	% ACHIEVED	66.7	82.9	56.3	-26.6
	ACHIEVED	62	63	36	
	WROTE	93	76	64	
THOZAMISA SENIOR SECONDARY SCHOOL - 4331080	% ACHIEVED	87.5	85.7	81.5	-4.2
	ACHIEVED	14	12	22	
	WROTE	16	14	27	
THUBALETHU HIGH SCHOOL - 4311101	% ACHIEVED	60.3	62.9	60.5	-2.4
	ACHIEVED	35	39	49	
	WROTE	58	62	81	
THUBELIHLE SENIOR SECONDARY SCHOOL - 4301074	% ACHIEVED	53.1	56.5	38.7	-17.8
	ACHIEVED	26	26	24	
	WROTE	49	46	62	
TINARA HIGH SCHOOL - 4341086	% ACHIEVED	30.0	91.7	89.7	-2.0
	ACHIEVED	3	11	26	
	WROTE	10	12	29	
TLOKWENG SENIOR SECONDARY SCHOOL - 4271047	% ACHIEVED	78.0	62.6	42.3	-20.3
	ACHIEVED	131	102	150	
	WROTE	168	163	355	
TOISE SENIOR SECONDARY SCHOOL - 4321102	% ACHIEVED	65.8	62.2	41.5	-20.7
	ACHIEVED	98	74	71	
	WROTE	149	119	171	
TOLENI SENIOR SECONDARY SCHOOL - 4251085	% ACHIEVED	78.1	76.0	60.7	-15.2
	ACHIEVED	153	177	147	
	WROTE	196	233	242	
TOLI SENIOR SECONDARY SCHOOL - 4281054	% ACHIEVED	95.6	92.8	85.3	-7.5
	ACHIEVED	345	346	324	
	WROTE	361	373	380	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
TOLWENI SENIOR SECONDARY SCHOOL - 4291079	% ACHIEVED	87.1	68.4	30.4	-38.0
	ACHIEVED	27	65	24	
	WROTE	31	95	79	
TSHOLOMNQA HIGH SCHOOL - 4321103	% ACHIEVED	47.1	73.8	74.5	0.7
	ACHIEVED	33	48	41	
	WROTE	70	65	55	
TSHONGWENI SENIOR SECONDARY SCHOOL - 4291080	% ACHIEVED	72.5	74.5	42.9	-31.6
	ACHIEVED	50	70	9	
	WROTE	69	94	21	
TSITSANA COMP S S SCHOOL - 4271048	% ACHIEVED	42.9	46.9	36.7	-10.2
	ACHIEVED	21	15	11	
	WROTE	49	32	30	
TSOLO HIGH SCHOOL - 4291081	% ACHIEVED	68.6	89.3	59.4	-29.9
	ACHIEVED	48	50	41	
	WROTE	70	56	69	
TSOMO SENIOR SECONDARY SCHOOL - 4261052	% ACHIEVED	50.5	58.8	45.9	-12.9
	ACHIEVED	53	77	45	
	WROTE	105	131	98	
TUTOR NDAMASE S S S - 4281055	% ACHIEVED	62.9	82.7	70.6	-12.1
	ACHIEVED	176	206	178	
	WROTE	280	249	252	
TYALI SENIOR SECONDARY SCHOOL - 4301075	% ACHIEVED	91.1	91.1	97.6	6.5
	ACHIEVED	51	41	41	
	WROTE	56	45	42	
TYELIMHLOPHE SENIOR SECONDARY SCHOOL - 4251084	% ACHIEVED	62.4	39.3	78.6	39.3
	ACHIEVED	58	55	77	
	WROTE	93	140	98	
TYELINZIMA HIGH SCHOOL - 4291082	% ACHIEVED	86.6	85.4	81.4	-4.0
	ACHIEVED	71	76	96	
	WROTE	82	89	118	
TYHILULWAZI SENIOR SECONDARY SCHOOL - 4341087	% ACHIEVED	36.2	68.2	52.3	-15.9
	ACHIEVED	34	30	23	
	WROTE	94	44	44	
UGIE HIGH SCHOOL - 4271049	% ACHIEVED	93.5	100.0	100.0	0.0
	ACHIEVED	29	37	26	
	WROTE	31	37	26	
UITENHAGE SENIOR SECONDARY SCHOOL - 4341088	% ACHIEVED	75.0	74.2	75.8	1.6
	ACHIEVED	147	161	166	
	WROTE	196	217	219	
UKHANYO SENIOR SECONDARY SCHOOL - 4351049	% ACHIEVED	34.4	53.8	61.4	7.5
	ACHIEVED	11	14	27	
	WROTE	32	26	44	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
ULANA SENIOR SECONDARY SCHOOL - 4311103	% ACHIEVED	27.3	45.0	44.0	-1.0
	ACHIEVED	9	9	11	
	WROTE	33	20	25	
ULWAZI HIGH SCHOOL - 4321104	% ACHIEVED	100.0	100.0	100.0	0.0
	ACHIEVED	62	71	95	
	WROTE	62	71	95	
UMTATA HIGH SCHOOL - 4291084	% ACHIEVED	96.0	85.6	89.2	3.6
	ACHIEVED	96	101	74	
	WROTE	100	118	83	
UMTATA INTERNATIONAL SCHOOL - 4291085	% ACHIEVED	76.6	73.6	75.2	1.6
	ACHIEVED	72	81	97	
	WROTE	94	110	129	
UMTATA TECHNICAL COLLEGE - 4291086	% ACHIEVED	63.7	86.5	68.5	-18.0
	ACHIEVED	86	109	98	
	WROTE	135	126	143	
UMTHAWELANGA S S SCHOOL - 4271050	% ACHIEVED	84.3	84.5	86.3	1.7
	ACHIEVED	59	60	69	
	WROTE	70	71	80	
UMTIZA HIGH SCHOOL - 4321105	% ACHIEVED	70.0	60.4	20.5	-39.9
	ACHIEVED	28	32	18	
	WROTE	40	53	88	
UMZUVUKILE HIGH SCHOOL - 4321106	% ACHIEVED	50.0	60.0	69.7	9.7
	ACHIEVED	11	21	23	
	WROTE	22	35	33	
UNATHI SECONDARY SCHOOL - 4321107	% ACHIEVED	71.8	83.2	62.8	-20.4
	ACHIEVED	61	79	54	
	WROTE	85	95	86	
UNION HIGH SCHOOL - 4351050	% ACHIEVED	96.8	91.4	96.5	5.1
	ACHIEVED	61	64	55	
	WROTE	63	70	57	
UPPER CORANA SENIOR SECONDARY SCHOOL - 4281056	% ACHIEVED	52.8	47.7	66.7	19.0
	ACHIEVED	28	31	44	
	WROTE	53	65	66	
UPPER CULUNCA S S S - 4291087	% ACHIEVED	50.0	43.8	66.7	22.9
	ACHIEVED	10	7	16	
	WROTE	20	16	24	
UPPER GWADU SENIOR SECONDARY SCHOOL - 4301076	% ACHIEVED	66.7	90.9	87.5	-3.4
	ACHIEVED	12	20	21	
	WROTE	18	22	24	
UPPER MPAKO SENIOR SECONDARY SCHOOL - 4291088	% ACHIEVED	52.7	58.4	35.5	-22.9
	ACHIEVED	49	80	43	
	WROTE	93	137	121	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
URBAN ACADEMY - 4342100	% ACHIEVED	67.4	74.5	82.8	8.2
	ACHIEVED	31	38	48	
	WROTE	46	51	58	
UWIWE SENIOR SECONDARY SCHOOL - 4321108	% ACHIEVED	89.4	65.3	48.1	-17.2
	ACHIEVED	59	47	25	
	WROTE	66	72	52	
V M KWINANA S S S - 4341089	% ACHIEVED	70.0	85.7	66.9	-18.8
	ACHIEVED	49	54	91	
	WROTE	70	63	136	
VAKELE TECHNICAL S S S - 4281057	% ACHIEVED	70.7	70.4	53.0	-17.4
	ACHIEVED	41	38	44	
	WROTE	58	54	83	
VELALANGA SENIOR SECONDARY SCHOOL - 4331081	% ACHIEVED	57.1	23.1	12.5	-10.6
	ACHIEVED	4	3	1	
	WROTE	7	13	8	
VELILE SENIOR SECONDARY SCHOOL - 4351051	% ACHIEVED	78.9	88.5	69.4	-19.0
	ACHIEVED	30	23	25	
	WROTE	38	26	36	
VICTOR POTO SENIOR SECONDARY SCHOOL - 4281058	% ACHIEVED	59.5	84.9	75.4	-9.5
	ACHIEVED	91	101	104	
	WROTE	153	119	138	
VICTORIA GIRLS HIGH SCHOOL - 4351052	% ACHIEVED	100.0	97.4	100.0	2.6
	ACHIEVED	81	74	83	
	WROTE	81	76	83	
VICTORIA PARK HIGH SCHOOL - 4341090	% ACHIEVED	96.4	94.8	95.5	0.7
	ACHIEVED	190	182	191	
	WROTE	197	192	200	
VUKAYIBAMBE SENIOR SECONDARY SCHOOL - 4241031	% ACHIEVED	72.5	65.4	48.5	-16.9
	ACHIEVED	37	34	32	
	WROTE	51	52	66	
VUKILE TSHWETE S S S - 4311105	% ACHIEVED	53.8	55.8	42.6	-13.1
	ACHIEVED	28	29	26	
	WROTE	52	52	61	
VUKUHAMBE SCHOOL - 4323109	% ACHIEVED	50.0	100.0	80.0	-20.0
	ACHIEVED	2	3	4	
	WROTE	4	3	5	
VUKUZENZELE SPECIAL SCHOOL - 4243032	% ACHIEVED	50.0	60.0	100.0	40.0
	ACHIEVED	5	6	6	
	WROTE	10	10	6	
VULAMAZIBUKO HIGH SCHOOL - 4321110	% ACHIEVED	82.8	88.4	100.0	11.6
	ACHIEVED	48	38	56	
	WROTE	58	43	56	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
VULINDLELA COMP TECH - 4241033	% ACHIEVED	83.7	79.5	64.7	-14.8
	ACHIEVED	72	62	66	
	WROTE	86	78	102	
VULINDLELA SENIOR SECONDARY SCHOOL - 4281059	% ACHIEVED	57.9	41.3	44.8	3.4
	ACHIEVED	103	74	64	
	WROTE	178	179	143	
VULINDLELA SENIOR SECONDARY SCHOOL - 4281060	% ACHIEVED	73.6	84.0	76.4	-7.6
	ACHIEVED	67	84	84	
	WROTE	91	100	110	
VULINGCOBO SENIOR SECONDARY SCHOOL - 4301077	% ACHIEVED	50.4	78.6	58.0	-20.6
	ACHIEVED	59	44	58	
	WROTE	117	56	100	
VULI-VALLEY SENIOR SECONDARY SCHOOL - 4301078	% ACHIEVED	74.5	92.2	67.3	-24.9
	ACHIEVED	105	71	33	
	WROTE	141	77	49	
VULUHLANGA SENIOR SECONDARY SCHOOL - 4301079	% ACHIEVED	81.8	97.8	96.9	-1.0
	ACHIEVED	27	45	31	
	WROTE	33	46	32	
VULUMZI SENIOR SECONDARY SCHOOL - 4341091	% ACHIEVED	64.9	81.0	72.4	-8.6
	ACHIEVED	48	34	55	
	WROTE	74	42	76	
VUSELELA COMBINED SCHOOL - 4331083	% ACHIEVED	71.4	88.9	63.9	-25.0
	ACHIEVED	15	24	23	
	WROTE	21	27	36	
W B RUBUSANA SENIOR SECONDARY SCHOOL - 4331084	% ACHIEVED	70.6	60.2	63.1	2.9
	ACHIEVED	48	59	41	
	WROTE	68	98	65	
WABAN SENIOR SECONDARY SCHOOL - 4281061	% ACHIEVED	54.0	85.2	66.7	-18.5
	ACHIEVED	47	46	52	
	WROTE	87	54	78	
WALMER HIGH SCHOOL - 4341092	% ACHIEVED	75.7	76.1	82.8	6.7
	ACHIEVED	87	70	82	
	WROTE	115	92	99	
WALTER CINGO SENIOR SECONDARY SCHOOL - 4281062	% ACHIEVED	82.7	92.4	94.7	2.3
	ACHIEVED	134	134	197	
	WROTE	162	145	208	
WELSH SENIOR SECONDARY SCHOOL - 4291090	% ACHIEVED	77.3	56.4	26.1	-30.3
	ACHIEVED	17	22	12	
	WROTE	22	39	46	
WEST BANK SENIOR SECONDARY SCHOOL - 4321111	% ACHIEVED	74.4	75.4	67.8	-7.6
	ACHIEVED	29	52	40	
	WROTE	39	69	59	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
WESTBANK BANK HIGH SCHOOL - 4321112	% ACHIEVED	92.9	83.9	91.0	7.2
	ACHIEVED	52	52	61	
	WROTE	56	62	67	
WESTERING HIGH SCHOOL - 4341093	% ACHIEVED	95.4	97.8	98.0	0.2
	ACHIEVED	165	176	194	
	WROTE	173	180	198	
WESTVILLE SECONDARY SCHOOL - 4341094	% ACHIEVED	88.7	91.5	75.9	-15.6
	ACHIEVED	86	86	88	
	WROTE	97	94	116	
WILLOVALE SENIOR SECONDARY SCHOOL - 4301080	% ACHIEVED	75.0	66.7	69.4	2.8
	ACHIEVED	24	16	25	
	WROTE	32	24	36	
WILLOWMORE SENIOR SECONDARY SCHOOL - 4351053	% ACHIEVED	80.9	40.8	68.0	27.2
	ACHIEVED	55	20	34	
	WROTE	68	49	50	
WILO COMPREHENSIVE S S S - 4291091	% ACHIEVED	42.5	86.4	73.7	-12.7
	ACHIEVED	17	19	14	
	WROTE	40	22	19	
WINNIE MANDELA COMPTECH SENIOR SECON - 4241034	% ACHIEVED	64.5	62.8	47.1	-15.7
	ACHIEVED	40	49	33	
	WROTE	62	78	70	
WINTERBERG AGRICULTURAL HIGH SCHOOL - 4311106	% ACHIEVED	88.9	82.5	92.3	9.8
	ACHIEVED	40	33	24	
	WROTE	45	40	26	
WONGALETHU HIGH SCHOOL - 4321113	% ACHIEVED	46.3	94.3	77.2	-17.1
	ACHIEVED	38	33	61	
	WROTE	82	35	79	
WOOLHOPE SECONDARY SCHOOL - 4341095	% ACHIEVED	85.7	86.7	79.3	-7.4
	ACHIEVED	108	130	138	
	WROTE	126	150	174	
XHENTSE SENIOR SECONDARY SCHOOL - 4281063	% ACHIEVED	64.1	52.6	35.2	-17.4
	ACHIEVED	25	20	19	
	WROTE	39	38	54	
XILINXA SENIOR SECONDARY SCHOOL - 4301081	% ACHIEVED	71.1	84.2	80.0	-4.2
	ACHIEVED	32	32	24	
	WROTE	45	38	30	
XOLANI SENIOR SECONDARY SCHOOL - 4321123	% ACHIEVED	70.8	75.0	58.3	-16.7
	ACHIEVED	51	45	67	
	WROTE	72	60	115	
XOLILIZWE SANGONI SENIOR SECONDARY - 4291093	% ACHIEVED	45.8	76.0	62.5	-13.5
	ACHIEVED	22	19	25	
	WROTE	48	25	40	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
XOLILIZWE SENIOR SECONDARY SCHOOL - 4301082	% ACHIEVED	25.6	80.5	82.4	1.9
	ACHIEVED	23	62	103	
	WROTE	90	77	125	
Z K MATTHEWS SENIOR SECONDARY SCHOOL - 4321114	% ACHIEVED	37.6	48.9	38.5	-10.5
	ACHIEVED	38	23	15	
	WROTE	101	47	39	
ZAMAKULUNGISA S S S - 4291094	% ACHIEVED	80.0	77.4	56.7	-20.6
	ACHIEVED	112	106	80	
	WROTE	140	137	141	
ZAMOKUHLE SENIOR SECONDARY SCHOOL - 4331085	% ACHIEVED	34.7	80.0	76.9	-3.1
	ACHIEVED	17	12	10	
	WROTE	49	15	13	
ZAMOKUHLE SPECIAL SCHOOL - 4243035	% ACHIEVED	80.0	100.0	85.7	-14.3
	ACHIEVED	4	13	12	
	WROTE	5	13	14	
ZANABANTU HIGH SCHOOL - 4331086	% ACHIEVED	65.0	50.0	37.5	-12.5
	ACHIEVED	13	6	6	
	WROTE	20	12	16	
ZANEMFUNDO SENIOR SECONDARY SCHOOL - 4311107	% ACHIEVED	41.2	63.6	40.0	-23.6
	ACHIEVED	14	14	2	
	WROTE	34	22	5	
ZANEMPUCUKO SENIOR SECONDARY SCHOOL - 4321116	% ACHIEVED	43.8	60.0	66.3	6.3
	ACHIEVED	46	69	55	
	WROTE	105	115	83	
ZANEWONGA SENIOR SECONDARY SCHOOL - 4301083	% ACHIEVED	68.8	68.7	92.0	23.3
	ACHIEVED	33	46	46	
	WROTE	48	67	50	
ZANGQELE SENIOR SECONDARY SCHOOL - 4291095	% ACHIEVED	40.5	65.4	54.5	-10.8
	ACHIEVED	15	17	30	
	WROTE	37	26	55	
ZANGQOLWANE SENIOR SECONDARY SCHOOL - 4301089	% ACHIEVED	31.8	38.7	32.7	-6.0
	ACHIEVED	14	24	18	
	WROTE	44	62	55	
ZANOBUZWE HIGH SCHOOL - 4311108	% ACHIEVED	100.0	66.7	57.1	-9.5
	ACHIEVED	4	4	4	
	WROTE	4	6	7	
ZANOKHANYO BAPTIST COMPREHENSIVE SCH - 4252069	% ACHIEVED	100.0	80.0	93.1	13.1
	ACHIEVED	13	24	27	
	WROTE	13	30	29	
ZANOKHANYO SENIOR SECONDARY SCHOOL - 4281064	% ACHIEVED	65.2	76.0	70.8	-5.3
	ACHIEVED	118	130	138	
	WROTE	181	171	195	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
ZANOLWAZI SENIOR SECONDARY SCHOOL - 4341096	% ACHIEVED	44.4	51.9	44.3	-7.6
	ACHIEVED	28	27	31	
	WROTE	63	52	70	
ZANOVUYO SENIOR SECONDARY SCHOOL - 4311111	% ACHIEVED	48.9	39.6	41.9	2.3
	ACHIEVED	22	19	18	
	WROTE	45	48	43	
ZAZULWANA SENIOR SECONDARY SCHOOL - 4301084	% ACHIEVED	81.5	70.0	68.4	-1.6
	ACHIEVED	22	14	13	
	WROTE	27	20	19	
ZIBI MEYER SENIOR SECONDARY SCHOOL - 4251070	% ACHIEVED	58.3	55.8	42.3	-13.5
	ACHIEVED	21	24	22	
	WROTE	36	43	52	
ZIBOKWANA SENIOR SECONDARY SCHOOL - 4251071	% ACHIEVED	73.8	86.8	76.2	-10.6
	ACHIEVED	62	46	64	
	WROTE	84	53	84	
ZIMELE HIGH SCHOOL - 4291096	% ACHIEVED	88.1	88.7	85.3	-3.3
	ACHIEVED	156	188	192	
	WROTE	177	212	225	
ZINGISA COMPREHENSIVE SCHOOL - 4291097	% ACHIEVED	91.6	81.5	89.7	8.2
	ACHIEVED	164	172	209	
	WROTE	179	211	233	
ZINYOSINI SENIOR SECONDARY SCHOOL - 4251072	% ACHIEVED	95.7	100.0	98.0	-2.0
	ACHIEVED	89	101	98	
	WROTE	93	101	100	
ZINZANI SENIOR SECONDARY SCHOOL - 4321117	% ACHIEVED	60.4	73.9	77.3	3.4
	ACHIEVED	29	34	34	
	WROTE	48	46	44	
ZOLANI JUNIOR SECONDARY SCHOOL - 4331088	% ACHIEVED	38.6	61.5	51.4	-10.1
	ACHIEVED	17	32	18	
	WROTE	44	52	35	
ZUKHANYE SENIOR SECONDARY SCHOOL - 4321119	% ACHIEVED	35.9	38.0	34.5	-3.5
	ACHIEVED	14	19	20	
	WROTE	39	50	58	
ZULULIYAZONGAMA SENIOR SECONDARY - 4261054	% ACHIEVED	66.9	77.5	35.6	-41.9
	ACHIEVED	87	100	62	
	WROTE	130	129	174	
ZWELAKHE SENIOR SECONDARY SCHOOL - 4251073	% ACHIEVED	86.5	80.3	84.0	3.7
	ACHIEVED	115	188	163	
	WROTE	133	234	194	
ZWELAMANDLOVU S S S - 4311112	% ACHIEVED	38.1	38.5	66.7	28.2
	ACHIEVED	8	5	2	
	WROTE	21	13	3	

Centre	Values	Year			Difference 2020-2019
		'2018	'2019	'2020	
ZWELANDILE SENIOR SECONDARY SCHOOL - 4261055	% ACHIEVED	46.9	100.0	67.6	-32.4
	ACHIEVED	15	32	25	
	WROTE	32	32	37	
ZWELANDILE SENIOR SECONDARY SCHOOL - 4301085	% ACHIEVED	55.3	78.6	85.3	6.7
	ACHIEVED	26	44	29	
	WROTE	47	56	34	
ZWELEDINGA HIGH SCHOOL - 4331089	% ACHIEVED	66.7	77.6	87.2	9.6
	ACHIEVED	34	38	34	
	WROTE	51	49	39	
ZWELENQABA SENIOR SECONDARY SCHOOL - 4301086	% ACHIEVED	68.3	86.0	70.1	-15.9
	ACHIEVED	69	86	108	
	WROTE	101	100	154	
ZWELIBANGILE SENIOR SECONDARY SCHOOL - 4291098	% ACHIEVED	25.9	50.0	77.8	27.8
	ACHIEVED	14	18	14	
	WROTE	54	36	18	
ZWELIBONGILE SENIOR SECONDARY SCHOOL - 4281065	% ACHIEVED	63.5	75.0	40.9	-34.1
	ACHIEVED	40	42	45	
	WROTE	63	56	110	
ZWELIDUMILE SENIOR SECONDARY SCHOOL - 4301087	% ACHIEVED	87.9	95.8	88.9	-6.9
	ACHIEVED	51	46	40	
	WROTE	58	48	45	
ZWELIHLE SENIOR SECONDARY SCHOOL - 4261056	% ACHIEVED	78.4	67.9	68.2	0.3
	ACHIEVED	29	19	30	
	WROTE	37	28	44	
ZWELIMJONGILE SENIOR SECONDARY SCHOOL - 4311113	% ACHIEVED	76.9	66.7	100.0	33.3
	ACHIEVED	10	12	6	
	WROTE	13	18	6	
ZWELITSHA SENIOR SECONDARY SCHOOL - 4251074	% ACHIEVED	50.7	61.9	58.0	-3.9
	ACHIEVED	38	70	116	
	WROTE	75	113	200	
ZWELIVUMILE SENIOR SECONDARY SCHOOL - 4261057	% ACHIEVED	74.1	0.0	26.1	
	ACHIEVED	40	0	18	
	WROTE	54	7	69	
ZWELIVUMILE SENIOR SECONDARY SCHOOL - 4261063	% ACHIEVED	92.8	79.2	77.5	-1.8
	ACHIEVED	77	61	79	
	WROTE	83	77	102	
ZWELIWELILE SENIOR SECONDARY SCHOOL - 4301088	% ACHIEVED	76.4	56.3	40.5	-15.9
	ACHIEVED	42	40	34	
	WROTE	55	71	84	
ZWELIXOLILE SENIOR SECONDARY SCHOOL - 4261058	% ACHIEVED	67.9	43.8	75.0	31.3
	ACHIEVED	19	7	9	
	WROTE	28	16	12	

TOP 50 PERFORMING SCHOOLS

% ACHIEVED	Centre	District	Wrote '2020
100.0	AL AZHAR INSTITUTE - 4342098	NELSON MANDELA	16
100.0	BRYLIN HIGH SCHOOL - 4342008	NELSON MANDELA	17
100.0	CLARENDON GIRLS HIGH SCHOOL - 4321015	BUFFALO CITY	136
100.0	COLLEGIATE GIRLS HIGH SCHOOL - 4341014	NELSON MANDELA	126
100.0	DORDRECHT HIGH SCHOOL - 4331007	CHRIS HANI WEST	30
100.0	GCINIBUZWE COMBINED SCHOOL - 4351007	SARAH BAARTMAN	8
100.0	GOODHOPE SENIOR SECONDARY SCHOOL - 4321030	BUFFALO CITY	19
100.0	HOERSKOOL JANSENVILLE - 4351014	SARAH BAARTMAN	28
100.0	HOERSKOOL MCLACHLAN - 4351015	SARAH BAARTMAN	23
100.0	ISOLOMZI SENIOR SECONDARY SCHOOL - 4301031	AMATHOLE EAST	36
100.0	KHANYA HIGH SCHOOL - 4331027	CHRIS HANI WEST	6
100.0	LILYFONTEIN SCHOOL - 4321052	BUFFALO CITY	46
100.0	MARLOW AGRICULTURAL HIGH SCHOOL - 4331037	CHRIS HANI WEST	38
100.0	MIDDELBURG HIGH SCHOOL - 4331042	CHRIS HANI WEST	33
100.0	NASRUDDIN ISLAMIC HIGH SCHOOL - 4342057	NELSON MANDELA	30
100.0	PHAKAMANI SENIOR SECONDARY SCHOOL - 4331064	CHRIS HANI WEST	12
100.0	QUEENSTOWN GIRLS HIGH SCHOOL - 4331067	CHRIS HANI WEST	95
100.0	SELBORNE COLLEGE BOYS HIGH - 4321085	BUFFALO CITY	153
100.0	SOQHAYISA SENIOR SECONDARY SCHOOL - 4341077	NELSON MANDELA	89
100.0	THE HILL COLLEGE - 4342083	NELSON MANDELA	31
100.0	UGIE HIGH SCHOOL - 4271049	JOE GQABI	26
100.0	ULWAZI HIGH SCHOOL - 4321104	BUFFALO CITY	95
100.0	VICTORIA GIRLS HIGH SCHOOL - 4351052	SARAH BAARTMAN	83
100.0	VUKUZENZELE SPECIAL SCHOOL - 4243032	ALFRED NZO EAST	6
100.0	VULAMAZIBUKO HIGH SCHOOL - 4321110	BUFFALO CITY	56
100.0	ZWELIMJONGILE SENIOR SECONDARY SCHOOL -	AMATHOLE WEST	6
100.0	FALTEIN SENIOR SECONDARY SCHOOL - 4261060	CHRIS HANI EAST	10
100.0	GLOBAL LEADERSHIP ACADEMY - 4352054	SARAH BAARTMAN	61
99.1	PEARSON HIGH SCHOOL - 4341066	NELSON MANDELA	228
98.9	RIEBEEK COLLEGE GIRLS HIGH SCHOOL - 4341070	NELSON MANDELA	88
98.8	HOERSKOOL FRAMESBY - 4341032	NELSON MANDELA	161
98.6	KINGSRIDGE HIGH SCHOOL - 4321048	BUFFALO CITY	74
98.4	HUDSON PARK HIGH SCHOOL - 4321039	BUFFALO CITY	193
98.4	HOERSKOOL DESPATCH - 4341031	NELSON MANDELA	122
98.3	HOERSKOOL HANGKLIP - 4331017	CHRIS HANI WEST	59
98.3	GREY BOYS HIGH - 4341026	NELSON MANDELA	176
98.1	OSBORN SENIOR SECONDARY SCHOOL - 4251054	ALFRED NZO WEST	214
98.0	HOERSKOOL NICO MALAN - 4351016	SARAH BAARTMAN	153
98.0	ZINYOSINI SENIOR SECONDARY SCHOOL - 4251072	ALFRED NZO WEST	100
98.0	WESTERING HIGH SCHOOL - 4341093	NELSON MANDELA	198
97.9	KING EDWARD HIGH SCHOOL - 4251019	ALFRED NZO WEST	47
97.7	GOBIZIZWE SENIOR SECONDARY SCHOOL - 4291023	O R TAMBO	44
97.6	TYALI SENIOR SECONDARY SCHOOL - 4301075	AMATHOLE EAST	42
97.4	BRANDWAG HIGH SCHOOL - 4341007	NELSON MANDELA	154
97.0	CATHCART HIGH SCHOOL - 4311007	AMATHOLE WEST	67
97.0	GONUBIE HIGH SCHOOL - 4321029	BUFFALO CITY	99
96.9	VULUHLANGA SENIOR SECONDARY SCHOOL -	AMATHOLE EAST	32
96.7	GRAEME COLLEGE BOYS HIGH - 4351010	SARAH BAARTMAN	60
96.7	HOER VOLKSKOOL - 4351013	SARAH BAARTMAN	60
96.6	STIRLING HIGH SCHOOL - 4321099	BUFFALO CITY	205

WORST 50 PERFORMING SCHOOLS

% ACHIEVED	Centre	District	Wrote 2020
0.0	KHANYA PRIVATE SCHOOL - 4292104	O R TAMBO INLAND	4
0.0	REUBEN BIRIN SPECIAL SCHOOL - 4343099	NELSON MANDELA	3
0.0	ST JUDES ACADEMY - 4345514	NELSON MANDELA	15
8.7	MGCAWEZULU SENIOR SECONDARY SCHOOL -	BUFFALO CITY	23
9.8	MABHULANA NDAMASE HIGH SCHOOL - 4281020	O R TAMBO	41
12.5	LONWABO HIGH SCHOOL - 4311048	AMATHOLE WEST	32
12.5	SIFONONDILE SENIOR SECONDARY SCHOOL -	CHRIS HANI EAST	16
12.5	VELALANGA SENIOR SECONDARY SCHOOL - 4331081	CHRIS HANI WEST	8
14.3	NONKQUBELA SENIOR SECONDARY SCHOOL -	CHRIS HANI WEST	14
16.5	LOYISO SENIOR SECONDARY SCHOOL - 4341045	NELSON MANDELA	79
16.7	KULANATHI SENIOR SECONDARY SCHOOL - 4291038	O R TAMBO INLAND	48
18.2	LURWAYIZO SENIOR SECONDARY SCHOOL - 4301042	AMATHOLE EAST	11
20.0	HEALDTOWN HIGH SCHOOL - 4311026	AMATHOLE WEST	15
20.5	UMTIZA HIGH SCHOOL - 4321105	BUFFALO CITY	88
20.8	NEWTON HIGH SCHOOL - 4311070	AMATHOLE WEST	24
22.2	ISIVIVANE SENIOR SECONDARY - 4331023	CHRIS HANI WEST	9
22.2	NONKULULEKO SENIOR SECONDARY SCHOOL -	CHRIS HANI WEST	9
23.1	HEWU - 4331015	CHRIS HANI WEST	13
23.1	IKHWEZI LOKUSA SENIOR SECONDARY - 4331019	CHRIS HANI WEST	13
23.2	NGALONKULU SENIOR SECONDARY SCHOOL -	ALFRED NZO EAST	69
23.5	GWABA COMBINED SCHOOL - 4321033	BUFFALO CITY	17
23.5	TAMSANQA HIGH SCHOOL - 4311096	AMATHOLE WEST	17
24.3	JUMBA SENIOR SECONDARY SCHOOL - 4291034	O R TAMBO INLAND	103
25.0	MPHATLALATSANE SENIOR SECONDARY SCHO -	ALFRED NZO WEST	24
25.0	SIVE SPECIAL SCHOOL - 4253001	ALFRED NZO WEST	4
25.4	MALIKHANYE SENIOR SECONDARY SCHOOL -	JOE GQABI	71
25.5	ST BARTHOLOMEWS S S S - 4291072	O R TAMBO INLAND	51
25.5	MOTHIBISI PUBLIC SCHOOL - 4251039	ALFRED NZO WEST	47
25.6	NKOS-MVINJELWA SENIOR SECONDARY SCHO -	O R TAMBO	43
25.9	MC CARTHY COMPREHENSIVE SCHOOL - 4341050	NELSON MANDELA	58
26.0	JOYI SENIOR SECONDARY SCHOOL - 4291033	O R TAMBO INLAND	50
26.1	KAULELA SENIOR SECONDARY SCHOOL - 4311040	AMATHOLE WEST	23
26.1	WELSH SENIOR SECONDARY SCHOOL - 4291090	O R TAMBO INLAND	46
26.1	ZWELIVUMILE SENIOR SECONDARY SCHOOL -	CHRIS HANI EAST	69
27.8	CAREL DU TOIT HIGH SCHOOL - 4351005	SARAH BAARTMAN	36
27.8	NOMPUCUKO COMBINED SCHOOL - 4351032	SARAH BAARTMAN	36
27.9	GOBINAMBA TECH COMM SENIOR SECONDARY -	O R TAMBO	111
28.1	NGQELENI SENIOR SECONDARY SCHOOL - 4281034	O R TAMBO	57
28.3	QHASANA SENIOR SECONDARY SCHOOL - 4321079	BUFFALO CITY	46
28.9	MILTON DALASILE S S S - 4291049	O R TAMBO INLAND	45
29.0	JOUBERT LUDIDI S S S - 4291032	O R TAMBO INLAND	69
29.0	EMFUNDWENI SENIOR SECONDARY SCHOOL -	AMATHOLE WEST	31
29.2	JAMES JOLOBE SENIOR SECONDARY SCHOOL -	NELSON MANDELA	48
29.3	NTLALO SENIOR SECONDARY SCHOOL - 4271032	JOE GQABI	58
29.7	PEARSTON SENIOR SECONDARY SCHOOL - 4351038	SARAH BAARTMAN	37
30.0	SIYAZAKHA SECONDARY SCHOOL - 4321093	BUFFALO CITY	30
30.3	IMPUMELELO SENIOR SECONDARY SCHOOL -	JOE GQABI	33
30.3	PANGELELE SENIOR SECONDARY SCHOOL - 4281041	O R TAMBO	165
30.4	TOLWENI SENIOR SECONDARY SCHOOL - 4291079	O R TAMBO INLAND	79
30.4	KAMA HIGH SCHOOL - 4311038	AMATHOLE WEST	46

NUMBER OF CENTRES per CATEGORY

District	Range<10_100	Year		
		'2018	'2019	'2020
ALFRED NZO EAST	20<30			1
	30<40	2	1	1
	40<50	4	1	3
	50<60	6	3	6
	60<70	3	10	6
	70<80	8	8	14
	80<90	6	9	5
	90<100	7	4	1
	'100		1	1
ALFRED NZO WEST	10<20	1		
	20<30	2	2	3
	30<40	3	3	6
	40<50	5	1	6
	50<60	6	6	18
	60<70	14	13	12
	70<80	15	17	19
	80<90	16	22	9
	90<100	9	11	7
	'100	4	2	
AMATHOLE EAST	<10		1	
	10<20	1		1
	20<30	2	1	
	30<40	5	2	7
	40<50	7	3	12
	50<60	13	7	11
	60<70	18	14	16
	70<80	20	18	16
	80<90	16	21	13
	90<100	6	18	8
	'100	1	2	1
AMATHOLE WEST	<10	4		
	10<20	2	1	1
	20<30	12	5	5
	30<40	9	8	8
	40<50	14	15	11
	50<60	21	12	19
	60<70	17	14	16
	70<80	10	13	12
	80<90	3	13	14
	90<100	3	6	6
	'100	7	6	1
BUFFALO CITY	<10		2	1
	10<20	4		
	20<30	3		3
	30<40	13	5	7
	40<50	11	5	13
	50<60	9	18	11
	60<70	25	20	21
	70<80	19	19	27
	80<90	16	24	16
	90<100	17	23	16
	'100	5	8	6

District	Range<10_100	Year			
		'2018	'2019	'2020	
CHRIS HANI EAST	<10		2		
	10<20			1	
	20<30	1	2	1	
	30<40	1		7	
	40<50	6	2	8	
	50<60	8	5	8	
	60<70	17	16	10	
	70<80	11	13	12	
	80<90	8	8	6	
	90<100	2	9	3	
	'100	2	2	1	
CHRIS HANI WEST	10<20	2		2	
	20<30	3	2	4	
	30<40	9	5	5	
	40<50	10	2	9	
	50<60	10	10	10	
	60<70	15	17	19	
	70<80	8	17	11	
	80<90	15	19	11	
	90<100	10	9	10	
		'100	4	4	6
JOE GQABI	20<30		1	2	
	30<40	2	1	4	
	40<50	6	3	5	
	50<60	11	3	6	
	60<70	4	6	10	
	70<80	11	12	12	
	80<90	6	13	4	
	90<100	7	7	5	
		'100	2	4	1
	NELSON MANDELA	10<20		1	1
20<30			1	2	
30<40		7	1	2	
40<50		10	2	4	
50<60		9	9	11	
60<70		15	12	18	
70<80		19	21	22	
80<90		17	21	13	
90<100		15	23	16	
		'100	10	6	6
O R TAMBO COASTAL	<10			1	
	10<20	2			
	20<30	2	1	3	
	30<40	3	1	4	
	40<50	2	4	10	
	50<60	12	7	13	
	60<70	11	4	12	
	70<80	16	18	16	
	80<90	14	20	10	
	90<100	6	13	5	
	'100	2	2		

CELEBRATING *Success*



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